A FURTHER ANALYSIS
OF THE METHODS OF OPERATION
OF PUBLIC SCHOOL PRINCIPALS

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CHAPTER I

INTRODUCTION

Background

The problem of leadership is one that has received increasing
attention in the last twenty years, as managers in all areas of ac-
tivity have become more interested in seeking the optimal work output
from their organizations. In the first thirty years of the twentieth
century, management and leadership were expected to streamline and
routinize as many operations and relationships as possible, and this
streamlining was supposed to result in maximum efficiency. During
the 1930's there came about a realization in industry that men could
not be treated like machines, that the human element could not be
routinized, and that attempts to dehumanize working relationships
resulted in less than the desired level of efficiency. Business took
cognizance of the term "morale," and of the "human factors" in han-
dling personnel.

This led to a new field of investigation, the human relations
in leadership, and opened up an entirely new area for leadership re-
search. Such questions were asked as: Who can operate as leader to
obtain the best results in terms of production? Does it matter who
acts as leader? Should the leader be the man who knows the operations
of the group best? Should the leader be the smartest, the most talk-
ative, the most extroverted? Just what should a good leader be? The

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popular notions of leadership that Dale Carnegie has promoted over
the past decade or more indicate the leader as one who knows how to
"manage" people, how to get done what the leader wants done. More
recent research during and after World War II has pointed to a dif-
ferent leadership pattern as desirable. The armed forces have come
to recognize, through their experiments, that simply because a man is
appointed as official leader, he may not in fact be the real leader
of the group.[1] An emergent leader, with no official status, may, in
fact, control the group. Unless the status leader is accepted in the
leadership role by the men under him, inadequate response in terms of
job performance may result.

There have been numerous expensive experimental undertakings
in business, industry, and the armed forces aimed at exploring the
various patterns of leadership, finding desirable leaders (if such
leaders can be identified), and training present status leaders or
potential ones to the optimal leadership role. The Westinghouse
studies,[2] the study of the Streetcorner Gang,[3] and other studies re-
viewed by Meyers[4] have developed new concepts of permissive leader-
ship based on observation and experimental research.

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[1]Robert B. Meyers, "The Development and Implications of a Con-
ception of Leadership for Leadership Education." Unpublished doctoral
dissertation, College of Education, University of Florida, 1954.

[2]Fritz Jules Roethlisberger and William John Dickson, Manage-
ment and the Worker (Cambridge, Mass.: Harvard University Press, 1939).

[3]William F. White, Streetcorner Society (University of Chicago
Press, 1943).

[4]Meyers, op. cit.

The Florida-Kellogg Study to Date

In the field of education, the newer leadership concepts have been somewhat slower in developing, probably in large part because of limitations in funds. Under auspices of the Kellogg Foundation, a Co-operative Program in Educational Research was initiated at the University of Florida in 1951 to explore leadership concepts and practices in education. Basic to the University of Florida CPEA project is an exploration of the hypothesis that the qualities of personality and the ways of working of an official leader influence, to a major degree, the relationships within a school. The Florida project is unique in that this is the first time that such an exploration of leadership implications in education has been intensively and scientifically conducted outside a laboratory situation. There have been fifteen studies in the course of the Florida project, which have investigated the area of leadership and sought to identify variables which make for improvement in the operations of principals and therefore in the operations of the schools as a whole.

The Florida group undertook the following tasks: (1) the development of methods by which the operations of administrators might be studied, and patterns of operation distinguished; (2) the categorizing of these patterns in order that their make-up might be more susceptible of study for origin and development; (3) the study of the relationships between the personalities of the school principals and their patterns of operation; and (4) the determination of the effects of pattern of operation and personality of the principal on various aspects of the schools' programs.

As a starting point in the development of measuring instruments for the Florida study, it was necessary to describe what principals do on the job in terms of actual tasks performed or problems met. A census was taken attempting to define key operational situations that were common to all principals, that involved interaction with other people, that were observable in theory or practice by others, and that could be responded to in a variety of ways. These situations were accumulated from the suggestions of professors of administration and supervision, through conferences with principals, supervisors, and teachers, and by observations in various types of schools. A total of eighty-six situations were identified as meeting the above specifications. Next a survey was undertaken to determine the alternative ways of action by which these problem situations could be met. Principals throughout the country were asked to describe all the ways they used to meet each situation. These replies were collated, with from five to fifteen responses listed as possible alternatives for each situation.

The resulting instrument, the Principal Behavior Check List, was validated by Alpren[1] in the four schools used in the experimental phases of the project. Each of the four principals filled out the form independently. Then, five teachers in every school, who had been in that school for at least two years, filled out a form independently, giving their view of the principal's behavior. Replies of teachers in

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[1] Morton Alpren, "The Development and Validation of an Instrument Used to Ascertain a School Principal's Pattern of Behavior." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

a given school gave a relatively high degree of agreement with each other, and also with what the principal said he did, as well as with answers given by research investigators, based on observation and interviews. Because of the relatively high degree of agreement between these sources of data it was felt that a reasonably accurate description of principal behavior could be obtained by use of this instrument. Similar agreement was found between principal and teachers in a fifth school where there had been no observing or interviewing.

At this point, the research team moved into one large metropolitan Florida county and started extensive studies of the schools there. A single county was chosen because of relatively greater ease in administering tests, and because great diversity could be examined at the same time that central administration and the resulting central office supervision and policies were held constant. This county includes large urban and rural populations, resort and nonresort areas, manufacturing and agriculture, with schools at various levels serving the needs of all. There are strong contrasts in economic level as well as cultural level, and a large proportion of foreign born or first generation Americans. All the levels and locations of schools are under a single administrative system.

Seventy-five schools in this county were used in the study. All principals in these schools had been on the job at least two years. The principals and five teachers in each school filled out the Principal Behavior Check List, listing in order of frequency of use the three favored procedures used by the principal in each of the key situations. Weighted scores were compiled for each principal.

Van Aken[1] attempted to find some natural groupings among these principals, and to determine the bases for distinctions between groups. It was not possible to group principals mechanically in terms of patterns of behavior, nor to categorize principals' behavior on the basis of their personality traits as measured by the Guilford-Martin Factors GAMIN[2] or the F Scale[3]. The only categorization that seemed workable at that time appeared to be on a democratic-authoritarian-laissez faire basis. All responses were judged by a jury of three professors of education representing elementary and secondary administration.

It was then possible to range principals as being relatively more and less democratic, and relatively more and less authoritarian. There was little or no laissez faire behavior recorded on the entire survey of 450 questionnaires. Again these scores were checked with personality test results, with the finding that there was no correlation between authoritarian personality traits as measured by the F Scale or Factors GAMIN and use of authoritarian operational behavior. The same lack of correlation was found between democratic personality measures and use of democratic behavior on the job.

A second jury, this time made up of ten professors of education who had previous administrative experience, classified the

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[1] Elbert W. Van Aken, "An Analysis of the Methods of Operation of Principals to Determine Working Patterns." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

[2] W. G. Martin, "The Construction of the Guilford-Martin Inventory of Factors GAMIN," Journal of Applied Psychology, XXIX (1945), 298-300.

[3] T. W. Adorno and others, The Authoritarian Personality, (New York: Harper and Brothers, 1950), pp. 222-279.

various alternatives to the eighty-six check list key situations, ranking the two best responses for each situation. A composite of their choices was compared with the alternatives previously determined as democratic, and showed a high degree of correlation between "best practices" and "democratic practice." Principals were again rated, on the basis of the replies, for best practice.

Henderson[1] examined the various relationships within the school community in forty-eight of these same schools. Through the use of teacher and parent questionnaires he found that, for the most part, good school-community relationships were more likely to accompany a relatively democratic operational pattern on the part of the principal.

Studies by Sugg[2] showed an advantage accruing to democratic elementary principals in terms of teacher readiness for curriculum change. Goodwin's[3] study showed better teacher human relations in schools with more democratic principals. Wilson[4] showed that

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[1]Lee G. Henderson, "A Study of Certain School-Community Relationships with Special Reference to Working Patterns of School Principals." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

[2]Woodrow Bullock Sugg, "A Study of the Relationship Between Program Development and the Working Patterns of School Principals." Unpublished doctoral dissertation, College of Education, University of Florida, 1955.

[3]George H. Goodwin, "A Study of Certain Teacher Activities and Human Relations with Special Reference to Working Patterns of School Principals." Unpublished doctoral dissertation, College of Education, University of Florida, 1955.

[4]J. Bruce Wilson, "A Study of the Relationship Between Pupil Achievement and the Working Patterns of School Principals." Unpublished doctoral dissertation, College of Education, University of Florida, 1955.

scholastic achievement of pupils was not affected by democratic or nondemocratic principal operational pattern. Maynard[1] found better human relations among pupils in schools with relatively democratic principals.

The Present Study

The present study is set in the same context, and seeks to determine whether a further categorization of principal behavior, as measured by the Principal Behavior Check List, may be founded upon a continuum ranging from situationally oriented to nonsituationally oriented behavior.

The reality of these two points of view is shown clearly in the literature of leadership problem solving, thinking, and adjustment. In less immediately relevant areas of administration, such as office management in business affairs, there is a similar recognition that these two orientations represent divergent ways of handling problem situations.

In business, for example, Tead[2] points out that no rule of thumb can always be suitable because of the change in conditions of the situation. The circumstances in a particular instance should be weighed carefully before a tentative solution is put forward. In other words, he insists on flexibility and awareness of all variables

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[1]Honor E. Maynard, "A Study of Pupil Human Relations Within the School as Influenced by the Principal's Pattern of Behavior." Unpublished doctoral dissertation, College of Education, University of Florida, 1955.

[2]Ordway Tead, The Art of Administration (New York: McGraw-Hill Book Company, Inc., 1951).

in decision making.

Dewey in his Sources of a Science of Education[1] holds that the capable scientist is he who draws relevant and usable elements from various disciplines, and puts them into new combinations for the solution of his particular problem. Capacity in science is indicated by the individual's ability to form new combinations of scientific procedures and laws, and apply them to new subject matter, or in a manner never employed before.

Following a rule-of-thumb need not be proper application of the scientific method, even though the rule in question may have been validated empirically. In the same tenor, Dewey insists that hypotheses should be adopted only tentatively as conclusions or descriptions after experimentation. They are not immutable, and new techniques of observation or measurement may introduce data which will bring about completely new interpretations.

Dewey also points out the importance of interaction between the specific and the general in building a science of education. He states that specialized results are often too rigidly stated to serve as guideposts for further work, because they are isolated from the broader context of surrounding events. We reach, says Dewey, the specifics through examination and refinement of the general, but if the general is divorced from the larger context, it loses vitality and may be stated invalidly through lack of connection with associated material.

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[1]John Dewey, The Sources of a Science of Education (New York: Horace Liveright, 1929).

Wertheimer, through his <u>Productive Thinking</u>[1] returns over and over to the importance of an analytical approach for truly original and productive thinking. Phenomena must be grasped in their relation to other phenomena, and the structure of this relation is essential to a valid description and analysis of the events and relations studied. So, blindness to the unique in structure and function of a given problem will impede or block productive analysis.

In the field of educational administration, Melby[2] deals with many of these same concepts. He refers with disfavor to those views of administration which conceive of it as being control. He insists that democratic administration requires allowance for, and maximum use of each individual's creativity. In the past the administrator has been required to be a sort of walking text, with pat answers to any problem. Today, according to Melby, there is required not the application of standard book answers to seemingly identical problems, but rather a careful consideration of the unique aspects of each situation as it arises. "Educational insight," Melby's term for situationality, is an urgent requisite for modern administrators.

Procedures of the Study

The research team felt that a reselection of items from the questionnaire might make possible the development of a new scale. This researcher sought to re-examine the Principal Behavior Check List

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[1] Max Wertheimer, <u>Productive Thinking</u> (New York: Harper and Brothers, 1945).

[2] Ernest O. Melby, <u>Administering Community Education</u> (Prentice-Hall, Inc., 1955).

to determine whether administrational behavior might not be founded
upon situational or nonsituational orientations. Thus the present
study aimed at development of a new scale, based on a continuum rang-
ing from situationally oriented to nonsituationally oriented behavior.

Procedures

The criteria for distinguishing, in the alternative responses
to the Principal Behavior Check List, which items may be labeled
situational and which nonsituational were formulated by five members
of the faculty of the College of Education in consultation with the
writer. As the response items give only actions, and the labeling
desired is concerned with motivation, two boards of three judges met
separately to try to bridge this gap from reason to deed. Meetings
were usually an hour in length so as to prevent fatigue from influenc-
ing results. For a given response item to be classed by one board as
S or -S, unanimity was required. For items on which unanimity could
not be reached through discussion, or which both boards agreed were
irrelevant, the classification I (Indeterminate) was employed.
Finally agreement between the two boards' decisions was required for
the permanent assignment of an item to either category.

The following general or guiding definitions of the two posi-
tions were established first as bases for further and more descriptive
criteria.

Situational

The administrator holds, or acts on the position, that
in order to react appropriately and adequately in his admin-
istrative work, each situation must be examined, and action
decided on, from indications received from this examination.

Nonsituational

The administrator accepts, and acts as if he has accepted, the more or less invariable applicability of extrinsically arrived at patterns of action to classes of situation or particular situations.

More descriptive statements extrapolated from the above definitions were:

Situational

Little personal direction of ideation.

Identification with a generalized goal which includes juxtaposed individuals, their aims, and the best ends possible within the situation.

General flexibility.

Actions are toward a series of never entirely achieved goals.

Actions generally do not restrict individual initiative.

Actions tend to involve others.

Actions have small reference to central authority.

Other persons are held to be important, and to be considered in deciding on a course of action.

Statements are operational.

Statements are tentative.

Failure teaches.

Ideas are to be tested.

Nonsituational

Considerable personal direction of ideation.

Identification with status leaders and particular means of operation.

General rigidity.

Actions are toward clear and final goals.

Actions often restrict individual initiative.

Actions tend to exclude others.

Much reference to central authority.

Other persons are to be manipulated, regardless of individual welfare.

Statements are in terms of means and ends.

Statements are definite.

Failure is bad.

Ideas are right or wrong.

The S scale and the -S scale, which are the results of the judges use of these criteria, thus became available for correlation and comparison with data from earlier studies. Such data was available from Van Aken's, Henderson's, and Maynard's studies, and was employed in an effort to learn more about the relationships which obtain between the principal's ways of operation, in terms of S and -S scores, and the other variables of the school-community complex which had been studied.

The statistical operations made use of are discussed in the chapter on conclusions.

CHAPTER II

REVIEW OF RESEARCH

A review was made of previous research into the administrative
behavior of school principals, and the effects of this behavior on
teachers, parents, pupils and the community, and the results are re-
ported in this chapter. Since the present study is most concerned
with attempting to explain some inconsistencies in the Florida studies,
and since many of these have reviewed pertinent research done else-
where, this summary will focus on the Florida studies.

The research studies were divided into four phases: Phase 1
was an exploratory phase concerned with identifying areas for study
and developing and validating instruments; Phase 2 was a categorization
of principal behaviors as described by the Principal Behavior Check
List, one of the instruments constructed in Phase 1; Phase 3 relates
various school relationships and attitudes to these categories of
principal behavior; and Phase 4 was a refinement of instruments pre-
viously developed.

Alpren, in a first phase study of the Florida-Kellogg Project,
developed a questionnaire for the description of principals' behavior
in key administrative situations. Key situations were isolated by
recourse to authorities on administration, intensive observation of
four principals, and a polling of ninety principals throughout the

country. The following criteria were employed as indicating key
situations:

1. Commonality. Does this situation present itself in
   all schools?

2. Frequency. Does this situation occur frequently
   enough to permit direct observation by researchers
   or allow for simple recall by individuals connected
   with the operation of the school?

3. Cruciality. Is this situation of such significance
   that it affects the operation of a school?

4. Variability of execution. Is this situation one
   whereby behaviors associated with it are likely to
   be distinguishable among principals?

5. Involvement of others. Does this situation involve
   the interaction of two or more people?

6. Clarity of intent. Is the intent clear in the presen-
   tation of this situation?

7. Expression of behavior. Does the presentation of this
   situation lend itself to an expression of behavior?

In the formulation of the statements to be made of the key
situations the following criteria were set up:

1. The phrasing of each question must be such as to
   eliminate or minimize the onus of "good" or "bad"
   or signify that the researcher placed value judg-
   ments on responses.

2. Each question must approach a specific type of
   situation while attempting to maintain the identity
   of general or "most usual" behavior in that situa-
   tion.[1]

The next step was the accumulation of the possibilities for
various behavior under each of the key situations. A long open-ended
questionnaire was mailed to a large group of principals throughout

[1]Alpren, op. cit.

the country with covering letters from various faculty members known
to them, and a satisfactory proportion of the sample was returned.
These essay type statements of behavior were reduced to short state-
ments and were formed into a multiple choice type questionnaire.
This questionnaire was then mailed to twenty-eight Florida principals
for suggested additions. This procedure confirmed the adequate
coverage of the various behavioral possibilities by the responses
offered in the Principal Behavior Check List.

Case studies of four principals had been made up from in-
tensive observation by researchers and interviews with teachers,
students, and secretarial and custodial personnel. Using case study
data, the researchers filled out a check list for each of the four
principals, attempting to predict the manner of his response. Five
teachers, selected by their principal on bases of knowledge of his
work and objectivity also filled out a check list for their principal.
With two exceptions these twenty teachers agreed with independent
selections made by the research team. Each of the four principals
also completed the form.

Alpren found a 77.2 per cent agreement with his interpreta-
tion from the case histories by principals and teachers. Principals
agreed with Alpren to an approximate 70 per cent. The teachers who
had been selected by the principal predicted his behavior with approx-
imately 85 per cent accuracy.

The Principal Behavior Check List in its final form included
eighty-six "key situations," with from five to fifteen alternative
responses under each situation.

In a second-phase study of the Florida-Kellogg Leadership Project, Van Aken went into the classification of principals. Seventy-five schools (sixty white and fifteen Negro) of one large Florida county were used by him. The Principal Behavior Check List was filled out by the principal and five teachers from each of these schools. Also the F Scale and the Guilford-Martin Inventory of Factors GAMIN were administered to the principals. The F Scale offers a measure of individual tendency toward authoritarianism. The Guilford-Martin Inventory measures five personality factors: G--general pressure toward overt activity; A--social ascendancy; M--relative masculinity of attitudes; I--amount of inferiority of feeling; and N--lack of nervous tension and irritability.

Van Aken first attempted patternings which might appear without the use of any previously determined descriptional dimension which might prove limiting. Mechanical means of patterning and separations according to external criteria were both attempted.

The first attempt to check these hypotheses was by means of the Principal Correspondence Scores. These were formed by comparisons of the two responses of each principal for each of the eighty-six items with those of each of the other principals; a process productive of the number of common responses. Then a given principal's correspondence with all other principals was taken, for a total correspondence score. Several groups of principals with close correspondence were found, but no common behavior pattern could be shown as present in all cases.

Van Aken then hypothesized that the personalities of the

principals as measured by the personality instrument would relate to their behaviors as shown on the Principal Behavior Check List; that certain ranges of scores on the personality measures would be accompanied by similar behaviors in administrative situations. Upper and lower scoring groups of principals on the F Scale and the various Guilford-Martin Inventory Factors were isolated and their responses on the Principal Behavior Check List were compared. This scheme, either using single factors or combinations of factors also proved fruitless.

When all these attempts at isolation of patterns of behavior failed, Van Aken[1] had the responses on the Principal Behavior Check List classified under the headings - 1. democratic, 2. authoritarian, 3. laisses faire, and 4. behavior not readily classifiable. This classification was performed by a panel of three experts.

The terms of classification were defined by Van Aken as follows:

    1. <u>Democratic behavior</u> - D

        a. Action involving the group in decision making with respect to policy and program.

        b. Implementation in line with democratically determined policy.

        c. Action promoting group or individual creativity, productivity, and satisfaction without harm to other groups or individuals.

        d. Behavior or attitude respecting the dignity of individuals of groups.

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[1] Van Aken, <u>op. cit.</u>

e. The principal seeks to become an accepted member of the group.

f. The principal seeks to keep channels of communication open.

2. <u>Authoritarian behavior</u> - AU

Authoritarian behavior generally was defined as the opposite behaviors described in 'a' to 'f' under 'l' above. Specifically authoritarian behavior was defined as:

a. Decision making centered in the status leader or his inner circle.

b. Obtains objectives by pressures that jeopardize a person's security.

3. <u>Laissez faire behavior</u> - L

Taking no action, shirking responsibility, passing the buck.

4. <u>Behavior not readily classified under 1, 2, and 3</u> - N

This category included responses on which the board of judges could not achieve unanimity.

Only those key situations were retained which included at least one possible authoritarian and one democratic response. This reduced the number of key situations remaining active to fifty-five. These fifty-five situations were used in the building of a democratic and an authoritarian scale. Scores on this scale were determined by the number of democratic or authoritarian responses given by the particular principal. Van Aken called these scales the F-K D Scale and the F-K AU Scale, respectively. Sixty white principals in the county under study produced scores on these scales which correlated -.904. There were too few laissez faire responses to allow for a laissez faire scale. These AU and D categories were used by Van Aken as categories into which principals might be classed. He arranged the principals in

rank order according to their scores on these scales and studied differences between the upper and lower 27 per cent of principals on each scale to find the extent of difference between the two groups. To further classify principal behavior and validate findings the Jury Correspondence Best Practice Scale was developed. This was done by a group of ten University of Florida professors who had had experience in public school administration. They determined which two best responses to the key situations from a desirable administrative point of view. This group worked individually and their responses were combined to make up the Jury Correspondence Scale.

The Jury Correspondence Scale correlated -.972 with the F-K AU Scale and .847 with the F-K D Scale. Principal Correspondence Scores correlated slightly negatively (-.433) with the F-K AU Scale, and there was a somewhat higher positive correlation (.495) with F-K D. The principal's personality as measured by the F Scale and the Guilford-Martin Inventory seemed to have little relation to his job behavior as shown by the F-K AU and F-K D Scales. In this study, women principals used democratic behavior (as defined) significantly more often, and best practices (as defined) significantly more often, and authoritarian behavior significantly less often, than did men principals. No relationship was found with years of experience, age, state teacher rank, training, or recency of graduate study.

The F-K AU and F-K D Scales were found serviceable in isolating groups of principals of similar behaviors, these behaviors differing from one another. Later studies have found differences in the schools administered by principals at the extremes of the democratic and

authoritarian scales. Thus they have confirmed the hypothesis that the mode of operation of the principal will have observable effect upon parent feelings toward school and interaction with it, teacher human relations, teacher feeling toward and interaction with the community, pupil human relations, and curriculum change.

In a third phase study, Henderson[1] using data from Van Aken's work, began the study of school-community interaction. Schools of twelve democratic and twelve authoritarian principals were examined in terms of school-community interaction. Henderson used the Teacher Questionnaire and the Parent Questionnaire developed by Williams[2] in a first phase study. These instruments were administered in forty-eight schools, with 5,962 parents and 1,067 teachers cooperating.

The two groups of principals were compared on thirty-six questions of the Parent Questionnaire. It was found that for the most part the more democratic principals are more favorably regarded by the parent community. However, at low parental income and educational levels, there is somewhat better response to the more authoritarian principal. Additionally, there seemed to be an inverse relationship between distance from school and favorable feeling toward the school. In general, the higher the parental economic level and education, the better are his relations with the school.

The Teacher Questionnaires were analyzed for the way the teachers regarded the community and for action involving the individual

[1]Henderson, op. cit.

[2]Paul P. Williams, "Techniques for Studying Certain School-Community Relationships." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

teacher, and the school. It would appear from this study that the teachers' feeling about the community seem to be uninfluenced by changes in principal behavior. Interaction of the school with the community and of individual teachers with the community also seem unaffected by principal behavior.

Maynard[1] studied the relationship between principals' ways of working and pupil human relations. In her study, data were taken from forty schools--twenty-one democratic and nineteen authoritarian. The Ohio Social Acceptance Scale and Battle Student Attitude Scale were the measuring instruments.

It was found that the way of working of the principal did affect student attitudes toward fellow students and toward the principal to a major degree, with the more favorable attitudes accompanying democratic methods of operation. Also affected were attitude toward self, toward teachers, and toward the school as a whole, though this occurred to a lesser degree. In only nine of sixty-eight critical ratios testing the significance of the difference between the means of democratic and authoritarian groups did the means of the authoritarian group exceed that of the democratic and none of these were significant. It is, therefore, indicated that attitudes of pupils in democratic schools differ from those in authoritarian schools. The democratic schools expressed the more favorable attitudes.

Wilson[2] in reviewing literature on the function and importance

[1]Maynard, op. cit.

[2]Wilson, op. cit.

of the principal in the school program, found the principal to be considered the most important person in the program. It also was held that democratic leadership can create an atmosphere in which there is less individual resistance to change, and in which there are enhanced opportunities for learning. Wilson studied the relationship between the operating pattern of principals, as classed by Van Aken, and pupil achievement (sixth grade) in reading, English, and arithmetic. Sex, mental ability, parental income and chronological age of the student were allowed for in the statistical procedures.

Thirty-nine separate sixth grade sections were tested, and from this population was drawn a random sample of 624 students. This was done in order that the means compared would be based on proportional numbers of cases. In this case eight students of each sex were taken, by means of tables of random numbers, from each of the sections tested.

According to this study, students showed no effects of any advantage or disadvantage which might be a product of being enrolled in a school which was administered democratically.

Sugg[1] sought to determine whether or not there is a differential between the program developments of authoritarian and democratic schools. In reviewing research in the area, he found it possible to generalize that program change is strongly influenced by the relationship between teachers and administrator, that when teachers are brought into decision making their attitudes toward program change are

[1]Sugg, op. cit.

more favorable, and that teachers want the principal to be active in program change.

The fifteen most democratic and fifteen most authoritarian schools of those classified by Van Aken were employed in this study. Program development was investigated by an adaptation of Thompson's Program Development Interview Guide,[1] and readiness of the teachers for curriculum change by Duncan's Curriculum Improvement Measure.[2]

There was found to be a significant difference between authoritarian and democratic elementary schools in teacher readiness for program change, with those teachers in democratic schools showing the greater readiness. On the secondary level there seemed to be no measureable relationship between principal behavior and teachers' willingness for change in program. When courses were classified into fields, a significant difference was found between the two groups of schools. The more democratic schools added more courses and activities, and dropped fewer, than did the authoritarian schools. Both groups of schools expanded their programs during the three years studied, but the democratic schools had the greater expansion.

Democratic schools brought in more nonstaff persons and used more, and more varied, procedures in bringing about the change. Also

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[1]Yewell Reynolds Thompson, "Techniques for Studying Program Development Within a School." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

[2]James Kelman Duncan, "An Instrument for Measuring Readiness for Curriculum Change." Unpublished doctoral dissertation, College of Education, University of Florida, 1954.

their faculties used a wider variety of group processes.

Goodwin[1] investigated the connection between principal patterns of operation and teacher activities and human relations. He found significant differences in both activities and human relations between elementary and secondary school levels. The mean scores of teachers in more democratic schools were numerically higher than those of teachers in authoritarian schools, but the differences were not significant.

Farrar[2] refined Van Aken's procedures from the standpoint that the jury used by the latter was too small, and that the weight on the scale by which responses were to be classified was unequally distributed. Farrar devised a five point continuum from democratic to nondemocratic behavior, and had the responses classified on this continuum by six experts, each working independently. Farrar hypothesized that there would be a difference in the makeup of the democratic and nondemocratic groups when the principals under consideration were scored on this new scale. This was borne out by his findings.

When the twelve most democratic and the twelve least democratic principals according to Van Aken's scale were rescored, two of each group were replaced by two others. The item by item comparison of seventeen questions concerning parent feeling about the school which Henderson had already made was repeated. Henderson had found sixteen

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[1]Goodwin, op. cit.

[2]Doc Farrar, "Refinement of an Instrument to Determine Certain Characteristics of the Working Patterns of School Principals." Unpublished doctoral dissertation, College of Education, University of Florida, 1956.

mean differences out of seventeen to favor the democratic schools. Farrar found the margin of difference increased in all but one instance. The difference in means for all seventeen questions was about 15 per cent greater. This indicates a more effective separation of democratic and authoritarian principals in terms of the consequences of their behavior.

Because the situationality of action seems important in intelligent administration, the present study, employing data from these foregoing studies, attempts to treat principal behavior as it stems from a situational orientation on the part of the principal.

RESULTS

This chapter will present the findings of the present study
and the manner in which they were reached. It will also discuss
the implications of these findings.

The first step in the assembling of data was the rescoring,
in terms of S, and -S, and I, of the data at hand from principals of
fifty-eight schools in the county studied. From the Principal Be-
havior Check List, there were derived 91 S, 105 -S, and 18 I re-
sponses. There was some overlap between Van Aken's classification
and the present one.

	S	-S	I
D	70	6	5
Au	20	69	13
LF	1	30	0
	91	105	18

After the judges had completed their work, scoring keys were punched
for each of the three categories, and with these, the principals' re-
sponses were rescored.

The new scores (see Table 1) had a range in the S dimension
of 41 to 65, and in the -S dimension of 5 to 21. I scores were dis-
regarded, as they came, as was earlier stated, from agreement by the
judges in assigning them as irrelevant. Also the range of I scores

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TABLE 1

SITUATIONAL AND NONSITUATIONAL SCORES FOR
58 HIGH SCHOOL PRINCIPALS

	Situational	Nonsituational	Indeterminate
1	58	12	7
2	50	10	12
3	58	9	12
4	57	13	7
5	46	10	13
6	60	14	11
7	55	11	11
8	55	10	11
9	48	16	12
10	58	10	8
11	59	5	12
12	43	17	10
13	51	12	12
14	56	12	11
15	48	10	10
16	54	8	8
17	48	15	12
18	65	11	10
19	52	12	8
20	53	15	10
21	50	17	8
22	55	12	8
23	47	11	13
24	62	12	10
26	63	7	10
27	54	12	9
28	56	19	6
29	59	10	9
30	44	16	15
31	65	8	10
32	42	20	11
33	56	9	13
34	65	8	10
35	61	12	10
36	59	10	7
37	50	15	11
38	54	17	9
39	48	15	14
40	60	11	15
41	55	17	14
42	52	14	10

TABLE 1 (Continued)

	Situational	Nonsituational	Indeterminate
43	62	9	7
44	51	10	10
45	57	10	12
47	47	12	15
48	58	7	14
49	41	21	13
50	54	10	10
51	48	18	11
52	49	20	12
53	52	14	13
54	49	21	12
55	46	15	10
56	51	12	11
57	55	14	14
58	58	9	12
59	57	13	12
60	43	15	14

was too small and their distribution inadequate for statistical treatment.

Both the S and -S distributions were tested for normality by means of chi-square. Departures from normality as great as were found in the S distribution would occur by chance 30 per cent of the time in samples drawn from a normal distribution. For the -S classification, chi-square indicated that the data was not normally distributed. S scores could therefore be used without further change in calculations which assume normally distributed data. Because of nonnormality and low variance, only slight further use was made of the -S scores.

TABLE 2

CHI-SQUARE TEST OF THE NORMAL DISTRIBUTION
HYPOTHESIS APPLIED TO SITUATIONAL
SCORES OF 58 WHITE PRINCIPALS

Scores	fo	fe
63–68	4	2.7
57–62	18	14.4
51–56	19	22.8
45–50	14	14.4
39–44	5	2.7

$$x^2 = 4.035$$
$$x^2.30 = 4.878$$

TABLE 3

CHI-SQUARE TEST OF THE NORMAL DISTRIBUTION
HYPOTHESIS APPLIED TO NONSITUATIONAL
SCORES OF 58 WHITE PRINCIPALS

Scores	fo	fe
19–21	5	4.3
16–18	7	12.8
11–15	26	28.7
8–10	17	8.4
5–7	3	3.8

$$x^2 = 12.080$$

Variables which might influence principals' S scores were investigated with the following outcomes. The mean S scores of sixteen male elementary principals were compared with those of fifteen male secondary principals. These were, respectively, 50.25 and 52.0, leaving a difference of 1.75, which is not significant. There was insufficient material for other comparisons on the basis of level of school, but this seems to indicate that the level of the school in which a particular principal operates does not significantly affect his S score.

Sixteen males with the most years experience in the same county had a mean S score of 49.7, while sixteen with the least time had a mean of 52.2. Thirteen females of long experience in the county had a mean S score of 56.8, while thirteen of shorter experience had 56.7. These are not significantly different, and indicate the lack of influence of time in the particular county upon S scores of principals.

Sixteen male principals with the most years in the same school had an S mean of 51.0, while the same number with two years experience, or less, had a mean of 50.9. Fourteen female principals of long experience in the same school had a mean S score of 57.3, while twelve of less experience in the same school scored 57.6. These differences are not significant, and seem to indicate that length of time in the particular school does not exert an observable influence on principals' S scores.

Rank was examined on all three levels with the following results:

Rank 3. Males + Females   N-14
    Mean S-54.2

Rank 3. Females   N-12
    Mean S-55.3

Rank 2. Females   N-12
    Mean S-57.7

Rank 2. Males + Females   N-38
    Mean S-53.2

Rank 1. Males + Females   N-6
    Mean S-54.5

These do not differ from one another significantly, and make it appear that rank, as with the variables mentioned above, does not observably affect S score. So far as graduate training is reflected by differences in rank, this training does not influence S scores. There were too few male principals in Ranks 1 and 3 to allow for separate treatment of the males.

Sex was shown to influence S score. Twenty-six female principals had a mean S score of 56.88 while thirty-two male principals had a mean S score of 50.94. This is a difference of 5.94, which in this case has a $\underline{t}$ of 4.34, significant beyond the one per cent level of confidence, and indicating that sex is observably influential on principals' S scores. The difference was even greater when male elementary principals (50.25) were compared with women principals (56.88), all but one of whom were elementary principals.

This sex difference shows up also in a comparison of -S means. Thirty-two male principals had a mean -S score of 14.06, while twenty-six female principals had a mean -S score of 10.92. This difference of 3.14 has, in this case, a $\underline{t}$ of 2.64 which is significant at the

two per cent level of confidence, and indicates males respond with -S responses significantly more often than do females. No significant variations were found for experience, certification, or school level.

Next an attempt was made to relate S scores to selected measures of behavior and personality factors. Using the same sample as above, -S scores were correlated with those made on Van Aken's FK-Au Scale. The r was .605 indicating that there are common elements between what Van Aken's judges called authoritarian and what judges for the present study designated as nonsituational behavior.

When correlated with scores of the same sample on the F Scale, -S scores produced an r of .217. Or stated, nonstatistically, principals who are nonsituational in their operations are not necessarily author- itarian in their thinking about themselves. S correlated -.175 with F scale scores. Both this and the correlation between -S and F are at chance level, and do not allow any predictions to be made from one variable to the other.

Correlating S scores with Jury Correspondence scores yielded an r of .695, using the entire sample. When the sample was restricted to twenty female elementary principals r was .421.

Van Aken[1] had already established (r = .847) the close rela- tionship between his FK-D scores and Jury Correspondence scores. The present worker found an r of .691 obtaining between S and FK-D. This, plus the high correlation between S and Jury Correspondence mentioned above, indicates the similarity in the natures of all three of these

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[1]Van Aken, op. cit., p. 100.

measures. That these scales do not measure precisely the same elements of behavior is indicated by the considerably larger correlation between FK-D and Jury Correspondence than between S and FK-D or Jury Correspondence.

Thomsen[1] in a companion study, used a sample of twenty-five, correlated S scores with scores on the G, A, I, and N factors from the Guilford-Martin Personality Inventory. The correlations obtained were as follows:

$$G = .070$$
$$A = .027$$
$$I = .242$$
$$N = .136$$

These indicate that scores will not allow for prediction of the personality factors mentioned. Thomsen also found a correlation of -.130 with F, indicating no relationship.

The next question to be investigated was how well S scores would predict consequences of principal behavior such as parental feeling toward the school, or pupil attitudes. Data taken from Henderson's study of school community relations was first correlated with FK-D scores for twenty female elementary principals, yielding an r of .059. This indicates that prediction of school community relations scores could not be made from D scores, if the sample be of this sort.

Using the same sample, S scores correlated with school

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[1]Donald R. Thomsen, "An Analysis of Certain Objective Measures for the Prediction of the Community's Reaction to a Principal's Behavior." Study in progress, College of Education, University of Florida, 1956.

community relation scores, .068, also indicating poor predictability. When the sample was enlarged to forty-four principals of all levels and sexes, there was an r of .614 between S and school community relations. This positive correlation not only indicates good predictability, but also that sex and level of school are influential, in this relationship as when these factors were held constant (above), no such positive correlation was forthcoming.

Henderson[1] had derived differences of means between the authoritarian and democratic groups on the FK-Au and FK-D scales for seventeen questions aimed at parent feeling toward the school. He had found that parents tended to favor the democratically in-clined principals. Differences were derived, for the present study, with extreme groups selected by S, -S criteria and the differences of means compared to determine whether or not, with these criteria, there had been any increase in the differences of the means. For only three of the seventeen questions was there an increase between the means. In all other cases there was a lessening of difference. This seems to indicate that S and -S scores are not as good index of parent feeling toward the school as are D scores. (See Table 4).

Maynard[2] had investigated pupil feelings toward self, teachers, peers, principals, and the school as a whole. In order to find out the extent to which S scores might serve as predictors in these areas, correlations were run between S scores and scores on

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[1] Henderson, op. cit., pp. 148-151.

[2] Maynard, op. cit.

TABLE 4

INCREASE OF DIFFERENCES BETWEEN MEANS ON QUESTIONS OF PARENT SCHOOL RELATIONS WHEN
SCHOOLS AT THE EXTREMES ARE SELECTED BY SITUATIONAL, NONSITUATIONAL CRITERIA

	Mean Democratic Group	Mean Authoritarian Group		High Situational Group	Low Situational Group		Increase of Difference
	FK Au & FK D Scales	FK Au & FK D Scales	Difference			Difference	
7	.471	.247	.224	.506	.290	.216	-.008
8	.719	.486	.293	.749	.609	.140	-.153
9	.727	.627	.100	.682	.680	.002	-.098
10	.418	.308	.110	.802	.338	.054	-.254
11	.617	.726	.092	.609	.779	.023	-.068
12	.660	.489	.171	.336	.560	.049	-.122
13	.287	.414	.127	.399	.444	.108	-.019
14	.423	.270	.153	.547	.303	.096	-.057
15	.595	.560	.035	.637	.592	.045	.010
16	.686	.466	.220	.453	.537	.100	-.120
17	-.229	-.345	.116	.652	.393	.060	-.056
18	.099	.041	.058	.563	.772	.120	.062
19	.611	.450	.161	.533	.519	.044	-.117
20	.505	-.108	.097	.703	.431	.102	-.005
21	.740	.589	.151	.360	.623	.080	-.071
22	.415	.261	.154	.312	.355	.005	-.149
24	.467	.253	.214		.305	.007	-.207

these variables.

The correlations were as follows:

S/Self	r = .368	
S/Peers	r = .505	N 25
S/Teachers	r = .504	for twenty-four degrees of freedom
S/Principals	r = .433	.05 level .388
S/Whole	r = .428	.01 level .496

These indicate significance at the five per cent level of confidence for all correlations but that for attitude toward self, and that one was nearly significant at that level. The correlations for attitude toward peers and teachers are significant at the one per cent level.

These correlations may be interpreted as meaning that S scores are related to attitudes toward peers, teachers, principal, and the school as a whole, and slightly less related for attitudes toward self.

Thomsen[1] calculated coefficients of correlation between the various measures of frequency of principal behavior--democratic, best practices, Farrar's democratic, and situational--and the means for schools on the various measures of attitude, activity, and morale from the studies by Henderson, Goodwin, and Maynard. (See Table 5). He also devised a composite score for each school, which might be thought of as an "index of goodness" for the school, by combining the weighted means from the various tests in a fashion which would

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[1]Thomsen, op. cit.

TABLE 5

CORRELATIONS BETWEEN MEASURES OF FREQUENCY OF PRINCIPAL BEHAVIOR
AND SCHOOL MEANS FOR THE VARIOUS ATTITUDE MEASURES (Thomsen)
(N = 25)

	D[a]	J.C.[a]	G.D.[b]	S
Teacher attitude toward community	.447	.542	.484	.513
Teacher interaction with community	.595	.611	.610	.504
Teacher human relations	.337	.432	.494	.340
Teacher activities	.576	.304	.347	.009
Teacher interaction	.379	.462	.559	.401
Pupil attitudes toward teachers	.401	.814	.246	.504
Pupil attitudes toward principals	.511	.464	.552	.433
Composite of above	.640	.701	.715	.612

[a]From Van Aken
[b]From Farrar

give single scores with the maximum possible variance. This is the
composite listed above. From the above table it is possible to com-
pare correlations between S scores and the various outcomes and with
the other three ways of classifying principal behavior and the same
outcomes.

When correlated with teacher attitudes toward the community,
pupil attitude toward peers, and pupil attitude toward teacher
S scores were the second best predictors of score in the other variable.
All correlations between S scores and the other variables considered
were statistically significant except in the instance of teacher

activities. S scores were better predictors than D scores on five of the eight variables. All eight J. C. correlations exceeded S correlations. Five of eight G. D. correlations were larger than corresponding S correlations. When the four Principal Behavior Check List scores were correlated with composites of the eight attitude and activity variables, the S correlation was smallest.

Hence, the hypothesis that use of S scores on principals' behavior would increase predictability for other variables was not supportable from the above table.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

There has been a great deal of leadership research in business and in the armed forces since the thirties. Efforts have been made to determine the characteristics of the good leader, to discover circumstances in which the officially designated leader does not exercise the function of leadership, and to develop techniques for the training for leadership. In such research, education has lagged behind; probably because of lack of funds. Studies in leadership are notably expensive and time consuming. The general trend in leadership research has been toward the placement of emphasis on the desirability of flexibility and an analytical approach in the leader.

Earlier Kellogg studies at Florida have pointed to relationships between principal behavior and certain variables in school-community, pupil-pupil, and teacher-pupil relationships, and with pupil achievement. It was a possibility that the rescaling of principal behavior might clarify exceptions to the general trends which were found.

The present study was undertaken after the decision of the Kellogg research team that it would be desirable to set up and validate a scale for the Principal Behavior Check List based upon the relative flexibility of the school principal.

This flexibility and the lack of it were indicated in this study with the terms "Situational" and "Nonsituational" orientations. Detailed descriptive criteria were formulated for these two orientations, so that the alternative responses on the Principal Behavior Check List might be classified under these terms. A third classification, Indeterminate, included those alternatives which could not be classified as S or -S. The central criterion statements for the two classes to be established were:

Situational

The administrator holds, or acts on the position, that in order to react appropriately and adequately in his administrative work, each situation must be examined, and action decided on, from indications received from this examination.

Nonsituational

The administrator accepts, or acts as if he has accepted, the more or less invariable applicability of extrinsically arrived at patterns of action to classes of situation or particular situations.

The classification of the response items was performed by two boards of three judges, each board being composed of faculty and graduate students in leadership. Unanimous agreement within and between boards of judges was required for the final assignment of an item to S or -S. Items on which unanimity could not be achieved, and those which were agreed to be irrelevant to the criterion statements were classified I.

When all the response items had been reclassified, scoring sheets for the S and -S categories were made up, and the principals' responded were rescored. This procedure yielded an S score and a -S score for each principal. These were the scores employed in the

various statistical manipulations.

These scores were tested for normality of distribution, and
the S scores were shown to be normally distributed for the population
employed. Thus the S scores may be used, as they are in this study,
for correlations with other data available on the sample.

That S scores correlate .691 with FK-D scores, indicates
some major common element being measured, but as the correlation is
no higher there is an observable difference in the natures of the two
variables.

S score is uninfluenced by variations in training, rank,
experience, and level of school. This seems to indicate that situa-
tionality, or the situational orientation, is a matter of fairly basic
and early formed personality structure. Were it otherwise, these
variables should, seemingly, exert an observable influence.

Female principals made S scores significantly higher than
male principals. This, in connection with the paragraph immediately
above seems to indicate that S is a factor early developed in the
personality, and may be connected with the generally more restrained
behavior and training found in the case of girls. Boys, lacking this
same degree of restraint, may habituate a pattern of less analytically
based behavior than would be the case with girls, and these patterns
might well carry over into adulthood. This speculation is supported
by the significantly higher -S scores made by male principals. It is,
therefore, offered for consideration, that the S and -S orientations
are differential functions of a single factor, which if present in
large amount results in heavy S scores, and if in small amount

produces heavy -S scores.

The positive correlation of .605 between -S and FK-Au does not contraindicate the possibility outlined above. Rather, it suggests the possible profit to be gained from careful analysis of Van Aken's terms Democratic and Authoritarian.

S scores did not correlate significantly with any of the personality measures employed. This seems to indicate the predisposing character of the S factor in its relationship to personality, and, therefore, to adjustment.

When all levels of schools and both sexes of principal were included in a sample of forty-four, S scores correlated significantly with scores on school-community relations. This had not been the case when the sample involved only female elementary principals. This indicates not only that S is a good predictor of school-community relations, but supports the above speculations concerning the development and nature of the S factor in personality.

S scores were shown to be related to pupils' attitudes toward themselves, their peers, teachers, principals, and, the school as a whole, but this relationship does not represent a clearer picture than that offered by the previously obtained correlations between D and pupil attitudes.

When correlated with composite scores of twenty-five schools S scores were the second best predictors of pupil attitude toward peers and toward teachers, and of teacher attitude toward the community.[1] S in this case was compared with Democratic, Jury

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[1]Thomsen, op. cit.

Correspondence, and Farrar's revised Democratic scores. Also S scores correlated slightly better than did D scores for teacher human relations and parent interaction with the school. S scores correlated lower than Jury Correspondence scores on all eight comparisons, and lower than revised Democratic scores on five of eight instances.

Suggestions for Further Research

During the course of this study, both in statistical manipulations and their outcomes, and in discussions of rationale, it has become increasingly apparent that S may be regarded as an isolable unit of the adjustmental structure. Evidence to this point can be adduced from developmental and clinical psychology and from sociology and anthropology, as well as from the material forming this study. It is therefore suggested that further study of the nature, origin, and operation of this factor be undertaken.

In the area of pupil attitudes, taken separately, and in their connection with the operating pattern of the principal, it is suggested that a reappraisal be made of the constructs employed as terms of investigation. If, as this writer feels to be the case, there is confusion inherent in the relations between some of these constructs, a clearer picture both of the attitudes and their relation to the principals' behavior might result. This would enable, in turn, a more meaningful and orderly arrangement of these attitudes with the other variables potentially influenced by administrative behavior.

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APPENDIXES

APPENDIX A

TABLE 6

CLASSIFICATION OF ALTERNATIVE RESPONSES ON
THE PRINCIPAL BEHAVIOR CHECK LIST
BY TWO BOARDS OF JUDGES

		Board A	Board B	Accepted Classification
1)	1	I	-S	I
	2	I	-S	I
	3	S	S	S
	4	I	S	I
	5	-S	-S	-S
	6	-S	-S	-S
	7	-S	-S	-S
	8	S	-S	I
	9	S	S	S
	10	-S	-S	-S
	11	-S	-S	-S
	12	S	S	S
2)	1	-S	-S	-S
	2	-S	-S	-S
	3	S	S	S
	4	I	I	I
	5	-S	-S	-S
	6	S	S	S
	7	-S	-S	-S
	8	S	S	S
3)	1	I	I	I
	2	S	-S	I
	3	-S	-S	-S
	4	S	S	S
	5	S	S	S
	6	-S	S	I
	7	-S	I	I
	8	-S	S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
4)	1	-S	S	I
	2	S	-S	I
	3	-S	-S	-S
	4	-S	-S	-S
	5	-S	-S	-S
	6	S	-S	I
	7	-S	S	I
	8	I	-S	I
	9	-S	-S	-S
	10	S	S	S
5)	1	I	S	I
	2	I	S	I
	3	I	I	I
	4	I	-S	I
	5	I	-S	I
	6	I	I	I
	7	I	-S	I
	8	I	-S	I
	9	I	S	I
	10	I	-S	I
	11	I	-S	I
	12	I	-S	I
6)	1	I	S	I
	2	I	I	I
	3	I	S	I
	4	-S	S	I
	5	I	I	I
	6	S	-S	I
	7	I	-S	I
7)	1	I	I	I
	2	-S	I	I
	3	-S	-S	-S
	4	S	S	S
	5	S	S	S
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	-S	-S
	9	S	S	S
	10	S	S	S
	11	I	S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
8)	1	I	S	I
	2	I	S	I
	3	I	S	I
	4	I	S	I
	5	I	S	I
	6	I	I	I
	7	I	S	I
	8	I	S	I
	9	I	I	I
	10	I	S	I
9)	1	-S	-S	-S
	2	-S	-S	-S
	3	-S	-S	-S
	4	S	S	S
	5	I	S	I
	6	-S	S	I
	7	-S	-S	-S
	8	-S	-S	-S
10)	1	I	-S	I
	2	I	-S	I
	3	I	-S	I
	4	I	-S	I
	5	I	-S	I
	6	I	-S	I
	7	I	-S	I
	8	I	-S	I
	9	I	-S	I
	10	I	-S	I
	11	I	-S	I
	12	I	I	I
	13	I	I	I
	14	I	S	I
	15	I	-S	I
11)	1	-S	-S	-S
	2	I	S	I
	3	I	I	I
	4	I	I	I
	5	-S	-S	-S
	6	I	I	I
	7	I	S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
12)	1	-S	-S	-S
	2	-S	-S	-S
	3	-S	-S	-S
	4	I	I	I
	5	-S	I	I
	6	-S	I	I
	7	-S	-S	-S
	8	S	I	I
	9	S	I	I
	10	S	I	I
13)	1	I	S	I
	2	S	S	S
	3	S	S	S
	4	S	S	S
	5	S	S	S
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	-S	-S
	9	-S	S	I
14)	1	I	S	I
	2	S	S	S
	3	-S	-S	-S
	4	I	-S	I
	5	S	S	S
	6	S	S	S
	7	-S	-S	-S
	8	-S	S	I
	9	S	I	I
	10	-S	-S	-S
	11	-S	-S	-S
	12	-S	-S	-S
	13	-S	I	I
15)	1	S	-S	I
	2	I	-S	I
	3	S	I	I
	4	-S	-S	-S
	5	-S	-S	-S
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	-S	-S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
16)	1	S	-S	I
	2	S	-S	I
	3	S	S	S
	4	-S	-S	-S
	5	-S	-S	-S
	6	S	S	S
	7	-S	-S	-S
	8	-S	-S	-S
	9	-S	-S	-S
	10	I	I	I
	11	-S	-S	-S
	12	-S	-S	-S
17)	1	-S	-S	-S
	2	-S	-S	-S
	3	-S	-S	-S
	4	-S	-S	-S
	5	S	S	S
	6	S	S	S
	7	I	-S	I
	8	-S	-S	-S
	9	S	I	I
18)	1	S	S	S
	2	S	S	S
	3	S	-S	I
	4	S	S	S
	5	I	-S	I
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	I	I
	9	S	S	S
	10	-S	S	I
	11	S	S	S
	12	S	-S	I
	13	-S	-S	-S
	14	-S	-S	-S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
19)	1	S	S	S
	2	I	S	I
	3	-S	S	I
	4	-S	-S	-S
	5	S	I	I
	6	I	-S	I
	7	I	I	I
	8	S	-S	I
	9	S	S	S
	10	S	S	S
	11	I	-S	I
	12	S	S	S
20)	1	I	I	I
	2	I	I	I
	3	I	I	I
	4	I	I	I
	5	I	I	I
21)	1	I	-S	I
	2	I	-S	I
	3	I	-S	I
	4	I	-S	I
	5	I	-S	I
	6	I	-S	I
	7	I	S	I
	8	I	-S	I
22)	1	-S	I	I
	2	-S	I	I
	3	S	I	I
	4	S	S	S
	5	-S	-S	-S
	6	S	-S	I
	7	S	-S	I
	8	-S	-S	-S
	9	I	I	I
	10	I	I	I
	11	-S	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
23)	1	-S	-S	-S
	2	I	S	I
	3	S	S	S
	4	S	S	S
	5	I	-S	I
	6	S	S	S
24)	1	I	-S	I
	2	S	-S	I
	3	S	I	I
	4	S	I	I
	5	S	S	S
	6	S	S	S
	7	S	S	S
	8	S	S	S
25)	1	S	S	S
	2	I	-S	I
	3	-S	-S	-S
	4	S	S	S
	5	S	-S	I
	6	S	S	S
26)	1	I	S	I
	2	I	S	I
	3	-S	-S	-S
	4	S	I	I
	5	S	-S	I
	6	S	I	I
	7	S	I	I
27)	1	S	-S	I
	2	S	S	S
	3	I	-S	I
	4	S	S	S
	5	-S	-S	-S
	6	-S	-S	-S

Table 6 (Continued)

		Board A	Board A	Accepted Classification
28)	1	-S	-S	-S
	2	S	-S	I
	3	S	-S	I
	4	S	S	S
	5	I	-S	I
	6	-S	S	I
	7	S	S	S
	8	-S	-S	-S
29)	1	-S	-S	-S
	2	-S	-S	-S
	3	I	I	I
	4	S	I	I
	5	-S	-S	-S
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	-S	-S
	9	I	S	I
	10	S	S	S
30)	1	-S	S	I
	2	S	S	S
	3	S	S	S
	4	I	S	I
	5	S	S	S
	6	I	S	I
	7	I	I	I
31)	1	I	S	I
	2	S	S	S
	3	-S	S	I
	4	S	I	I
	5	-S	-S	-S
	6	I	I	I
	7	S	-S	I
	8	S	S	S
	9	I	I	I
	10	I	S	I
	11	-S	-S	-S
	12	I	-S	I
	13	-S	-S	-S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
32)	1	I	-S	I
	2	S	S	S
	3	S	I	I
	4	S	-S	I
	5	I	-S	I
	6	-S	-S	-S
	7	S	-S	I
	8	-S	-S	-S
33)	1	-S	-S	-S
	2	-S	-S	-S
	3	S	S	S
	4	S	S	S
	5	-S	-S	-S
	6	-S	-S	-S
	7	S	I	I
	8	S	I	I
	9	-S	I	I
	10	S	S	S
	11	S	I	I
	12	-S	I	I
	13	-S	I	I
34)	1	-S	I	I
	2	-S	-S	-S
	3	I	S	I
	4	S	S	S
	5	S	S	S
	6	S	S	S
	7	I	I	I
	8	-S	I	I
	9	S	S	S
	10	S	S	S
	11	S	S	S
35)	1	-S	I	I
	2	-S	-S	-S
	3	I	-S	I
	4	I	-S	I
	5	S	-S	I
	6	S	S	S
	7	S	S	S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
36)	1	-S	I	I
	2	-S	-S	-S
	3	I	I	I
	4	S	S	S
	5	S	S	S
	6	I	S	I
	7	-S	-S	-S
37)	1	S	S	S
	2	-S	-S	-S
	3	-S	-S	-S
	4	S	S	S
	5	S	S	S
	6	-S	-S	-S
38)	1	-S	I	I
	2	-S	-S	-S
	3	-S	S	I
	4	S	S	S
	5	S	S	S
	6	-S	-S	-S
	7	S	S	S
	8	-S	-S	-S
	9	-S	-S	-S
	10	-S	-S	-S
39)	1	-S	-S	-S
	2	S	-S	I
	3	-S	I	I
	4	I	-S	I
	5	S	S	S
	6	I	-S	I
	7	-S	-S	-S
	8	-S	-S	-S
	9	S	-S	I
	10	I	-S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
40)	1	I	-S	I
	2	S	-S	I
	3	S	I	I
	4	I	-S	I
	5	-S	-S	-S
	6	S	S	S
	7	-S	-S	-S
41)	1	I	I	I
	2	I	-S	I
	3	I	-S	I
	4	-S	-S	-S
	5	I	-S	I
	6	I	-S	I
	7	I	I	I
	8	I	-S	I
	9	I	S	I
	10	-S	-S	-S
	11	I	I	I
42)	1	S	I	I
	2	S	-S	I
	3	S	S	S
	4	I	-S	I
	5	I	S	I
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	-S	-S
	9	S	S	S
	10	-S	-S	-S
43)	1	I	S	I
	2	S	-S	I
	3	S	-S	I
	4	S	-S	I
	5	S	S	S
	6	S	S	S
	7	S	S	S
	8	-S	-S	-S
	9	-S	-S	-S
	10	S	S	S
	11	-S	-S	-S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
44)	1	-S	I	I
	2	-S	-S	-S
	3	-S	-S	-S
	4	-S	-S	-S
	5	-S	-S	-S
	6	-S	-S	-S
	7	S	-S	I
	8	S	S	S
45)	1	-S	-S	-S
	2	-S	-S	-S
	3	-S	-S	-S
	4	S	-S	I
	5	I	-S	I
	6	S	S	S
	7	I	-S	I
	8	S	S	S
	9	I	I	I
	10	I	-S	I
	11	I	I	I
	12	-S	I	I
	13	I	-S	I
46)	1	-S	-S	-S
	2	I	-S	I
	3	S	I	I
	4	I	-S	I
	5	-S	-S	-S
	6	I	S	I
	7	-S	-S	-S
	8	S	-S	I
	9	I	S	I
	10	S	-S	I
	11	-S	-S	-S
	12	I	-S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
47)	1	S	S	S
	2	-S	I	I
	3	S	S	S
	4	S	S	S
	5	S	I	I
	6	I	I	I
	7	S	S	S
	8	-S	-S	-S
	9	S	S	S
	10	S	S	S
	11	-S	I	I
48)	1	-S	I	I
	2	S	-S	I
	3	S	-S	I
	4	I	I	I
	5	S	S	S
	6	S	S	S
	7	S	I	I
	8	I	I	I
	9	S	S	S
	10	I	S	I
49)	1	-S	I	I
	2	S	-S	I
	3	S	S	S
	4	I	-S	I
	5	S	I	I
	6	S	S	S
	7	S	S	S
	8	I	-S	I
50)	1	-S	I	I
	2	S	-S	I
	3	S	-S	I
	4	S	I	I
	5	I	-S	I
	6	I	S	I
	7	I	S	I
	8	S	S	S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
51)	1	-S	-S	-S
	2	-S	-S	-S
	3	I	-S	I
	4	S	S	S
	5	I	I	I
	6	I	I	I
	7	S	I	I
52)	1	S	S	S
	2	-S	I	I
	3	S	S	S
	4	S	S	S
	5	I	S	I
53)	1	I	S	I
	2	I	S	I
	3	I	S	I
	4	S	S	S
	5	S	S	S
	6	-S	-S	-S
	7	-S	-S	-S
	8	-S	I	I
	9	I	-S	I
	10	-S	-S	-S
	11	I	I	I
54)	1	I	I	I
	2	I	I	I
	3	I	I	I
	4	I	I	I
	5	I	I	I
	6	I	I	I
	7	I	I	I
	8	I	I	I
	9	I	I	I
55)	1	S	S	S
	2	S	S	S
	3	S	S	S
	4	S	S	S
	5	S	I	I
	6	S	S	S
	7	I	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
56)	1	I	I	I
	2	-S	-S	-S
	3	-S	-S	-S
	4	S	S	S
	5	S	I	I
	6	S	S	S
	7	S	S	S
	8	I	I	I
	9	S	I	I
57)	1	S	S	S
	2	-S	-S	-S
	3	I	S	I
	4	-S	S	I
	5	-S	I	I
	6	S	S	S
	7	S	S	S
58)	1	I	S	I
	2	S	S	S
	3	-S	I	I
	4	-S	-S	-S
	5	S	S	S
	6	-S	-S	-S
	7	I	S	I
59)	1	I	I	I
	2	S	S	S
	3	I	S	I
	4	I	S	I
	5	I	S	I
	6	I	-S	I
	7	I	-S	I
	8	I	I	I
	9	I	I	I
	10	I	I	I
	11	-S	-S	-S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
60)	1	I	I	I
	2	I	I	I
	3	I	I	I
	4	I	I	I
	5	I	I	I
	6	I	I	I
	7	I	I	I
61)	1	-S	S	I
	2	S	S	S
	3	S	I	I
	4	-S	S	I
	5	-S	-S	-S
	6	I	S	I
	7	I	I	I
	8	I	I	I
	9	I	I	I
62)	1	-S	S	I
	2	S	S	S
	3	-S	S	I
	4	-S	S	I
	5	I	I	I
	6	-S	S	I
	7	-S	I	I
	8	I	I	I
	9	S	S	S
	10	-S	S	I
	11	-S	I	I
63)	1	S	-S	I
	2	I	-S	I
	3	I	I	I
	4	-S	I	I
	5	S	S	S
	6	I	S	I
	7	I	S	I
	8	S	-S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
64)	1	I	-S	I
	2	S	S	S
	3	S	I	I
	4	-S	-S	-S
	5	-S	-S	-S
	6	-S	-S	-S
	7	I	-S	I
65)	1	I	-S	I
	2	-S	-S	-S
	3	-S	-S	-S
	4	S	S	S
	5	S	S	S
	6	I	S	I
66)	1	S	S	S
	2	S	S	S
	3	S	S	S
	4	S	S	S
	5	S	-S	I
	6	S	-S	I
	7	S	S	S
	8	S	-S	I
	9	S	I	I
67)	1	I	-S	I
	2	-S	I	I
	3	-S	-S	-S
	4	-S	I	I
	5	I	I	I
	6	-S	I	I
	7	S	S	S
	8	S	S	S
	9	S	S	S
	10	-S	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
68)	1	-S	S	I
	2	I	S	I
	3	-S	-S	-S
	4	I	I	I
	5	S	S	S
	6	S	S	S
	7	S	S	S
	8	-S	I	I
	9	S	S	S
69)	1	I	S	I
	2	-S	I	I
	3	S	S	S
	4	S	S	S
	5	I	-S	I
	6	S	S	S
	7	-S	I	I
	8	S	I	I
	9	-S	I	I
	10	I	-S	I
	11	-S	-S	-S
	12	S	I	I
	13	S	I	I
70)	1	-S	-S	-S
	2	-S	-S	-S
	3	S	I	I
	4	S	-S	I
	5	I	-S	I
	6	I	I	I
	7	I	-S	I
	8	I	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
71)	1	S	-S	I
	2	-S	-S	-S
	3	S	S	S
	4	I	-S	I
	5	S	I	I
	6	S	S	S
	7	-S	-S	-S
	8	S	I	I
	9	S	-S	I
	10	-S	-S	-S
	11	-S	I	I
	12	I	I	I
72)	1	-S	-S	-S
	2	-S	S	I
	3	-S	-S	-S
	4	I	S	I
	5	S	S	S
	6	I	-S	I
	7	I	-S	I
	8	-S	-S	-S
	9	-S	-S	-S
	10	I	I	I
	11	I	I	I
73)	1	S	-S	I
	2	I	I	I
	3	-S	I	I
	4	S	-S	I
	5	I	-S	I
	6	I	S	I
	7	-S	-S	-S
	8	I	S	I
	9	-S	-S	-S
	10	I	S	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
74)	1	-S	-S	-S
	2	-S	-S	-S
	3	S	-S	I
	4	S	-S	I
	5	S	-S	I
	6	S	-S	I
	7	-S	-S	-S
	8	-S	-S	-S
	9	-S	-S	-S
	10	S	-S	I
75)	1	I	I	I
	2	I	I	I
	3	I	I	I
	4	I	I	I
	5	I	I	I
	6	I	I	I
	7	I	I	I
	8	I	I	I
	9	I	I	I
	10	I	I	I
	11	I	I	I
76)	1	-S	-S	-S
	2	I	I	I
	3	-S	-S	-S
	4	-S	-S	-S
	5	-S	-S	-S
	6	-S	-S	-S
	7	I	-S	I
	8	-S	-S	-S
	9	-S	-S	-S
	10	I	I	I
	11	-S	I	I
	12	S	S	S

Table 6 (Continued)

		Board A	Board B	Accepted Classification
77)	1	I	-S	I
	2	S	-S	I
	3	S	S	S
	4	I	-S	I
	5	I	-S	I
	6	S	I	I
	7	-S	-S	-S
	8	-S	-S	-S
	9	I	I	I
78)	1	-S	I	I
	2	-S	I	I
	3	S	I	I
	4	-S	I	I
	5	-S	I	I
	6	S	I	I
	7	S	I	I
	8	I	I	I
	9	I	I	I
	10	-S	I	I
	11	I	I	I
79)	1	I	S	I
	2	I	S	I
	3	I	S	I
	4	I	S	I
	5	I	S	I
	6	I	S	I
	7	I	I	I
	8	I	-S	I
	9	I	I	I
	10	-S	-S	-S
80)	1	I	-S	I
	2	I	S	I
	3	I	-S	I
	4	I	S	I
	5	I	-S	I
	6	I	-S	I
	7	I	I	I
	8	I	S	I
	9	I	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
81)	1	I	-S	I
	2	I	-S	I
	3	I	S	I
	4	I	I	I
	5	I	I	I
82)	1	I	I	I
	2	I	I	I
	3	I	I	I
	4	I	I	I
	5	I	I	I
	6	I	I	I
	7	I	I	I
	8	I	I	I
	9	I	I	I
	10	I	I	I
	11	I	I	I
	12	I	I	I
	13	I	I	I
	14	I	I	I
83)	1	S	S	S
	2	S	I	I
	3	S	I	I
	4	-S	I	I
	5	S	S	S
	6	S	S	S
	7	S	I	I
	8	S	S	S
84)	1	I	S	I
	2	I	-S	I
	3	S	-S	I
	4	S	S	S
	5	-S	I	I
	6	S	S	S
	7	S	I	I
	8	S	-S	I
	9	-S	-S	-S
	10	I	I	I

Table 6 (Continued)

		Board A	Board B	Accepted Classification
85)	1	S	S	S
	2	I	S	I
	3	I	-S	I
	4	I	-S	I
	5	I	S	I
	6	I	I	I
	7	I	-S	I
	8	-S	I	I
86)	1	S	I	I
	2	S	I	I
	3	-S	I	I
	4	I	I	I
	5	-S	I	I
	6	S	I	I

APPENDIX B

<div align="center">PRINCIPAL BEHAVIOR CHECK LIST</div>

Preliminary Data

A. Principal's Name _____ Grade ____ to ____.
Name of School _____.

INSTRUCTIONS: Please read carefully prior to responding to the questions

1. This instrument is not an evaluation. It is designed to determine the pattern of work of a principal. There are no right or wrong answers and no values have been placed on the items.

2. This instrument seeks to ascertain your typical way of working.

3. There may be more than one way that you deal with any situation presented. In order to make it easier for you to fill out the instrument and to indicate different ways you may work, as you read each question, first put an (N) before each choice that seldom or never represents your behavior.

   After you have put in the necessary N's go back and mark from the remaining items as follows:
     1--the way you most frequently work in the situation
     2--the way you work second most frequently in the situation
     3--the way you work third most frequently in the situation

   Avoid giving two different responses the same number. It will not be necessary for you to make more than three choices, even though there may be some ways you work sometimes which have not been indicated.

   If you do not have three different choices to make, limit yourself to two, or even one if you use only that many ways of handling the particular situation.

4. Many questions may not include items which correspond identically with your behavior. In such instances, seek out those responses that most nearly describe it and refrain from writing in any new responses.

5. Be sure to read all items thoroughly. You may find that your behavior is more adequately represented by an overlooked choice.

   EXAMPLES:

(Question)	(Question)	(Question)
(N)_____	(N)_____	(N)_____
(N)_____	(2)_____	(1)_____
(1)_____	(3)_____	(N)_____
(N)_____	(N)_____	(2)_____
(N)_____	(N)_____	(N)_____
	(1)_____	

1. What do you do to get teachers to join professional organizations?

   ( ) send notes or bulletins to all teachers informing them of
   the time for payment of dues

   ( ) little or nothing

   ( ) continually make available the objectives, benefits, and
   accomplishments of organizations through their publications

   ( ) am a life member myself to set an example

   ( ) find a way to secure 100% membership; then use this as a basis
   of precedent and let momentum carry it from year to year

   ( ) have an active teacher representative remind teachers to pay dues

   ( ) remind negligent ones by notes, bulletins, or personal chats

   ( ) sell it in private conferences with teachers

   ( ) encourage conference or convention attendance by paying expenses
   of those who attend from the school budget

   ( ) require joining as condition of continued employment

   ( ) have faculty decide by majority vote whether they want to have
   100% membership

   ( ) use faculty meeting time for discussion on merits of joining

2. How do you get teachers to participate in P. T. A.?

   ( ) require attendance at meetings

   ( ) request that 50% attend each meeting

   ( ) allow teachers to decide for themselves

   ( ) don't have one

   ( ) have parents exert pressures on teachers

   ( ) request help and suggestions and involve them in programs

   ( ) inform new teachers they are expected to attend; eventually most
   all teachers accept attendance as part of job

   ( ) stress P. T. A. participation in bulletins and faculty meetings

3. How do you treat pupil suggestions for improving the school?

( ) very little of this

( ) act on them, if acceptable; explain why if not acceptable

( ) listen and comment favorably without giving pupil opportunity to take advantage of situation

( ) encourage students to bring suggestions before student council or other pupil committee

( ) encourage pupils to bring suggestions up in classes as part of pupil-teacher planning

( ) I present them to student council for their decision

( ) I bring them before assembly for analysis by the student body

( ) I present them to faculty or faculty committee for consideration

4. How do you treat teacher suggestions for improving the school made to you in a private conference?

( ) try to bring all suggestions before total faculty but time lack causes some to get lost

( ) accept good ones; offer to bring up for faculty consideration; tactfully reject poor ones

( ) suggest that teachers take all such suggestions before designated faculty committee

( ) bring all such suggestions before designated faculty committee

( ) bring all suggestions to faculty for consideration

( ) accept good ones and suggest that teachers bring them before faculty for consideration; tactfully reject poor ones

( ) suggest teacher take suggestion to faculty for consideration

( ) accept and adopt good ones, tactfully reject poor ones

( ) tell teacher that these decisions belong to the central office

( ) depends on the teacher; try to help put some through; need to tactfully reject suggestions from some teachers

5. How do you release your school publicity?

( ) some released by students; some by teachers; some by me

( ) some released by teachers; some by me

( ) some released by students; some by teachers; all clear with me

( ) some released by teachers; some by me; all clear with me

( ) one teacher responsible; clears with me

( ) teacher publicity committee releases after clearing with me

( ) department heads responsible; they clear with me

( ) releases go through my secretary

( ) maintain responsibility for almost all releases

( ) one teacher responsible

( ) department heads responsible

( ) teacher publicity committee responsible

6. When do you bring pupils into planning with you?

( ) for any school policy change

( ) don't or very little pupil planning in school

( ) for any policy change relating directly to students

( ) for student rules, regulations, behavior problems

( ) planning with students handled by teachers and sponsors

( ) for student clubs, activities, sports

( ) to involve them in something the staff wishes them to do

7. What role do you play in planning with students?

( ) don't or very little student planning in school

( ) rarely plan with students; influence student planning through teachers or student leaders

( ) planning handled by teachers or sponsors; complete hands-off policy on student planning

( ) chair; serve as advisor or suggestion giver

( ) chair; serve as resource person or consultant

( ) chair; let group go its own way with no influence

( ) chair; let group go its own way; I influence others outside of meeting

( ) silent member; I influence through student or teacher leader

( ) advisor or suggestion giver with student or teacher leader

( ) serve as resource person or consultant with student or teacher leader.

( ) silent or almost silent member with student or teacher leader

8. What activities, aside from pupil planning, do you share with pupils?

( ) frequently attend school social activities

( ) frequently attend socials away from school

( ) guide activities of boys and girls in non-school situations

( ) participate in such activities as sports, field trips, instructional dancing, etc.

( ) participate in such activities as cleanups, caretaking or beautifying of recreational or landscaping areas

( ) participate as a spectator in such activities as movies, sports dances, etc.

( ) student government, panels, and other discussion activities

( ) teach one or more classes regularly

( ) frequently substitute in classes

( ) participate in classes with students as resource person and group member (do not teach)

9. What is your procedure in dealing with disputes which pupils bring to your attention?.

( ) weigh facts and frankly state the right and wrong in the matter; discipline those in the wrong

( ) weigh facts and frankly state the right and wrong in the matter; do not rebuke the pupils in any way

( ) weigh facts and frankly state the right and wrong in the matter; caution wrong individuals agains repeating conduct.

( ) after hearing facts, summarize for joint solution and suggest one only if necessary.

( ) guide pupils toward compromise but refrain from making any suggestions

( ) refer such disputes to the counselor or another staff member responsible for such situations

( ) refer the problem to the student-council

( ) complete hands-off policy; stay out of such situations by suggesting that pupils settle them themselves

10. What steps do you take when you observe an unsupervised group of pupils misbehaving away from school?

( ) stop it; call problem to attention of guidance personnel at school

( ) stop it; call problem to attention of faculty at next meeting

( ) stop it; call problem to attention of teacher or dean at school for his action

( ) stop it; call group in at school for discipline or contact parents

( ) stop it; call problem to attention of student council at school for their action

( ) stop it; remove the leaders from the scene; arrange later conference with them

( ) stop it; remind the group in strong terms of its responsibilities

( ) stop it; gently reprimand the group

( ) none at that time; call problem to attention of student council at school

( ) none at the time; call problem to attention of student body at school without reference to names or places

( ) none at the time; call to attention of teacher or dean at school for his action

( ) none at the time; call problem to attention of faculty at next meeting

( ) none at the time; call group in at school for discipline or contact parents

( ) none at the time; call problem to attention of guidance personnel at school

( ) ignore it

11. What do you do when you observe a student infraction of school rules and no teacher is present?

( ) ignore it completely

( ) ignore it and refer problem to guidance counselor or teacher

( ) ignore it and send for student later

( ) stop it immediately by questioning or cautioning student

( ) stop it immediately by disciplining student

( ) stop it immediately by conference with student in another area or office

( ) stop it immediately by referring student to guidance counselor or homeroom teacher and investigate later

12. What do you do when you observe a student infraction of school rules but the responsible teacher present does not act?

( ) call to teacher's attention immediately for his action

( ) call student's and teacher's attention to matter immediately

( ) correct student immediately

( ) correct student immediately and discuss it later with teacher and student together

( ) correct student immediately and contact teacher later

( ) correct student and bring matter up at the next faculty meeting

( ) ignore it completely

( ) ignore it and discuss it later with the teacher and student separately

( ) ignore it and discuss it later with teacher and student together

( ) ignore it and contact teacher later

13. What do you do when a teacher tells you about the misbehavior of a student?

( ) discuss with teacher and advise best solution

( ) discuss with teacher for his decision

( ) discuss with teacher; then with student and teacher together (and possibly parent)

( ) discuss with teacher; then with student; then with student and teacher together

( ) send for student and discuss the problem with him

( ) send for student and discipline him

( ) refer problem to staff committee responsible for student misbehavior

( ) refer problem to staff member responsible for student misbehavior

( ) get together to handle to best of his ability

14. What do you do when a teacher sends a student to you due to his misbehavior?

( ) discuss with student and ask him to suggest corrective measures to be taken

( ) discuss with student and advise or caution

( ) discuss with student and discipline

( ) discuss with student, send note to teacher through student

( ) discuss with student; then with student-teacher together

( ) discuss with student; check back with teacher; take necessary action

( ) discuss only with student and teacher together; no prior discussions with either

( ) discuss with teacher; then with student and teacher together

( ) discuss with teacher; then with student

( ) refer student to grade staff committee

( ) refer student to student court or council

( ) refer student and teacher to staff member responsible for student misbehavior

( ) discourage teacher from isolating pupil from the group for misbehavior

15. What procedures do you employ in pupil-teacher conferences that deal with a discipline problem?

( ) confer; allow teacher to determine solution

( ) confer; I decide best solution

( ) confer; get pupil to suggest solution

( ) such conferences referred to another staff member

( ) such conferences referred to a faculty committee

( ) such conferences referred to a student committee

( ) don't have need for conferences; reports of offenses result in parent notices; after a few, pupil is suspended

( ) request that teachers handle such conferences themselves

16. What procedures do you employ in parent-pupil conferences that deal with a discipline problem?

( ) explain situation; guide discussion so that parent decides

( ) explain situation; guide discussion so that pupil decides

( ) explain situation; discuss; advise on best solution

( ) explain situation; discuss; back teacher decision

( ) confer but postpone decision; investigate fully and refer emotional problems to community agency or school psychiatrist

( ) place responsibility on parent by stating the case and school's view; no compromise

( ) lecture both parent and child on the need for right attitudes

( ) only conduct such conferences with parent alone

( ) very rarely or never have such conferences

( ) such conferences referred to another staff member

( ) responsibility for such conferences referred to the teachers involved

17. After repeated misbehaviors of a pupil are called to your attention, what is the course of action you pursue?

( ) misbehaviors referred to another staff member and I never enter into these, no matter how serious

( ) refer case to juvenile court

( ) suspend the student

( ) permanent discharge from school

( ) conferences that include parent student, teacher, and/or counselor

( ) utilize community welfare agencies or psychiatrist

( ) give needed physical punishment

( ) deprive pupil of school privileges

( ) teacher committee and I make such decisions together

18. What do you do when you learn of a teacher's class getting out of hand?

( ) confer with teacher and have him evaluate problem

( ) confer with teacher and observe or talk with class

( ) confer with teacher and point out causes and solution

( ) confer with teacher and try to get cooperation of student leaders

( ) confer with teacher and discipline student leaders

( ) take over the class for brief period

( ) make change in schedules for some students or change teacher's schedule

( ) talk with class

( ) have consultant or supervisor work with teacher

( ) talk with class, then confer with teacher

( ) observe class, then confer with teacher

( ) work with teacher by sharing class work for brief period of time

( ) tell teacher he must handle his responsibility

( ) talk with class and decide on some form of discipline

19. What steps do you take to solve a large group's or school wide discipline problem?

( ) call meeting of representative student, teacher, and parent groups

( ) bring situation before faculty; weigh suggestions; decide on action

( ) bring situation before student council with request that they develop new behavior standards

( ) take some direct and prompt action such as making a schedule readjustment of establishing a new rule

( ) consult with superintendent

( ) bring before P. T. A. for discussion and decision

( ) bring before faculty from discussion and their decision

( ) seek solutions for individual teachers; decide on action

( ) have student or student-faculty committee investigate and report to total faculty

( ) bring before entire student body in an assembly or request class discussions on the topic

( ) refer it to a teacher committee

( ) bring before student council for recommendations

20. What percentage of the time devoted to faculty meetings do you lead or chair the group?

( ) 95-100%

( ) 65-95%

( ) 35-65%

( ) 5-35%

( ) 0-5%

21. Where do you sit or stand in the faculty meeting?

( ) sit apart from the group, but not in front, in a row arrangement of seating

( ) stand at the sides or rear of the room in a row arrangement of seating

( ) sit anywhere in the front section among teacher, in a row arrangement seating

( ) stand facing the faculty in a row arrangement of seating

( ) sit facing the faculty in a row arrangement of seating

( ) sit in the rear sections of the room among teachers, in a row arrangement of seating

( ) sit anywhere in a circle or square arrangement of seating

( ) sit or stand at the front of a semi-circle arrangement of seating

22. What do you do in forming the agenda for faculty meetings?

( ) agenda is formed by a faculty committee; I attend infrequently and accept agenda approved by committee

( ) agenda is formed by a faculty committee I lead; I make no attempt to influence agenda

( ) agenda is formed by a faculty committee; I lead and influence agenda

( ) agenda is formed by a faculty committee; I am a group member with equal voice and vote

( ) agenda is formed by a faculty committee; I influence through its chairman prior to committee meeting but do not attend the meeting

( ) I determine agenda after consulting with representatives student-faculty committee

( ) I determine agenda with help of administrative or supervisory committee

( ) I determine agenda myself

( ) I determine agenda after teachers submit written suggestions

( ) I determine agenda after consulting with individual teachers

( ) I determine agenda but staff brings up items for discussion in meetings to supplement it

23. How do you determine the need for a faculty committee?

( ) I determine it when a need arises

( ) I suggest it for faculty consideration when a need arises

( ) teacher committee reports or recommendations to faculty lead to needs for other committees

( ) teacher planning committee suggests it to the faculty when a need arises

( ) individual teachers suggest it for my consideration

( ) individual teachers suggest it at a faculty meeting for total consideration

24. How do you work with teacher committees?

( ) stay away; participate by approving or modifying reports

( ) stay away; participate only when reports are presented to faculty

( ) as a leader of committees and consensus seeker

( ) as a leader of committees, advisor and suggestion giver

( ) ex-officio member on call by committee and participate as resource consultant when it seems advisable

( ) as an advisor, suggestion giver, and group member

( ) as a group member and resource consultant

( ) as a group member whose role is that of consensus seeker

25. How do you determine the functions of committees?

( ) I help determine them by exerting initial leadership with committees and get them to focus on their purposes

( ) I determine by advising the committee or committee chairman

( ) I determine by leading the committee

( ) total faculty discussion results in determining committee functions

( ) designated faculty committee determines the functions of other committees

( ) committee determine their own functions

26. How do you determine who will be on a committee?

( ) I determine by considering such factors as interest, ability, load, need for experiences, etc.

( ) I suggest names to faculty; then faculty discussion determines

( ) accept volunteers first; then my suggestions complete committee

( ) accept volunteers first; then faculty suggestions complete committee

( ) a faculty committee selects other committee members

( ) total faculty suggests committee members until a sufficient number accept

( ) faculty members nominate; total faculty votes on nominees

27. How do you determine when a committee or the faculty, as a whole, is ready to make a decision?

( ) I move for a vote; if they accept the motion, they're ready to decide

( ) wait until someone "moves for a vote"; if they accept the motion, they're ready to decide

( ) when a member of faculty indicates he feels group is ready for decision

( ) when almost all have had their say

( ) when I feel that they have revealed the correct data

( ) I decide without need for faculty decision

28. What do you do with a committee report or recommendation?

( ) I accept and implement all committee reports and recommendations

( ) I accept it for implementation, if feasible; otherwise I modify it or refer it back to committee for further study

( ) I accept it for faculty discussion and decision, if feasible; otherwise I modify it or refer it back to committee for further study

( ) committee brings it before faculty for discussion and decision

( ) committee brings it before faculty for discussion; then I determine if it can be implemented

( ) I bring all such reports before the faculty for discussion or decision

( ) specially delegated faculty committee screens first for acceptance or need for modification; then it is brought to the faculty for discussion or decision

( ) I bring it before superintendent for his decision if it has any merit

29. What do you do with a committee report or recommendation when you believe that it is not for the best interest of the school?

( ) bring superintendent into the problem

( ) modify it

( ) refer it back to the committee for further study

( ) suggest modification to committee; if they cannot go along with the modification, accept it.

( ) discard it; no need to explain my position

( ) discard it after explaining reasons to committee

( ) discard it after explaining reasons to faculty

( ) let it come up before the faculty; let faculty discuss it and decide without my participation

( ) let it come up before the faculty; present my objections; sell the faculty on a need for revision or suggest a modification

( ) let it come up before the faculty; present my objections; suggest a modification, accept faculty decision

30. How do you determine teacher class and grade schedules?

( ) I present blank schedule for department or grade committees to work out

( ) I present blank schedule for faculty volunteers; we discuss and I decide in situations where we can't agree

( ) I present blank schedule for faculty volunteers; we discuss and I guide but do not decide

( ) I present tentative schedule; teachers discuss it and agree on changes

( ) I work with a teacher committee to determine schedules

( ) I weigh some combination of factors as teacher experience, certification, interest, etc., prior to deciding and secure volunteers where problem is not fully solved.

( ) schedules remain fairly constant; teachers request changes by conferring with me or I request changes of individual teachers when new situations arise

31. How do you determine the assignments of non-class duties and activities?

( ) I weigh some combination of factors as teacher ability, interest, load, experience, etc., prior to deciding and secure volunteers where problem not fully solved

( ) I present tentative assignments; teachers discuss it and work out changes

( ) I present blank schedule for faculty volunteers; I decide assignments only when they can't agree

( ) I present blank schedule for faculty volunteers; guide but do not decide

( ) I decide on basis of administrative expediency

( ) assignments remain fairly constant; teachers confer with me if change is desired or I request changes for individual teachers when new situations arise

( ) responsibility for assigning is delegated to a teacher committee

( ) student-faculty committee submits assignments for approval of teachers involved

( ) volunteer basis with school paying teachers for any non-class activities

( ) the faculty sets up a listing of criteria for the assignments and I use this as my basis for decisions

( ) teachers submit their preferred assignments in writing to me prior to my decisions

( ) student preference for teachers determine the assignments

( ) assignments made on basis of alphabetical rotation

32. What do you do if pupils make a decision that you believe is detrimental to the best interests of those concerned?

( ) let mistake take place; they learn from the experience

( ) try out on experimental basis; then evaluate

( ) explain unsoundness of decision and seek a compromise

( ) explain unsoundness; table the decision for later appraisal

( ) explain unsoundness; request change or I veto

( ) no explanation necessary; request change or I veto

( ) send for parents or teachers to secure their opinions prior to making decision

( ) bring superintendent into the problem

33. How do you arrive at your rules and regulations concerning students?

( ) student council determines; hands-off policy on my part

( ) faculty determines; I follow hands-off policy

( ) faculty and student council determines with my participation

( ) a student-faculty committee determines

( ) faculty and student council determines; hands-off policy on my part

( ) I determine myself

( ) I determine with student council

( ) I determine with faculty

( ) I determine as result of suggestions from classes

( ) I determine after working with faculty and student council

( ) Lay resource people participate in determining student rules

( ) implied rules or regulations arrived at by precedent or unwritten understanding

( ) no definite set of rules or regulations

34. How do you arrive at your school policies?

( ) central office policies make up the local school policies

( ) no written school policies; others just know them

( ) I study needs; talk with others; then decide

( ) yearly school evaluation results in faculty decision on policy changes

( ) policies stem from committee reports and faculty acceptance

( ) students, teachers, and parents work together on representative committee

( ) when a policy need arises, I secure a volunteer faculty committee to work with me on it

( ) I work with committee of grade or department chairman

( ) some from faculty discussions; some from me

( ) some from faculty; some from P.T.A. or parent groups; some from me

( ) some from faculty; some from student groups; some from me

35. What do you do when you find it necessary to make a decision contrary to school policy?

( ) don't have any written school policies; problem stated does not exist

( ) do not explain my actions

( ) do not explain my actions unless teacher reaction reveals a need to

( ) explain to teachers individually why the action was necessary

( ) explain at faculty meeting why the action was necessary

( ) explain at faculty meeting why the action was necessary and I reconsider changing the policy, if they wish it

( ) explain at faculty meeting why the action was necessary and have faculty reconsider changing the policy if they wish to.

36. What is your procedure in dealing with a teacher who comes to you about a problem in carrying out school policy?

( ) school has no set policies

( ) tell teacher that school policies all come from the central office and revision requires acceptance by the superintendent or board

( ) if he can show why the policy is weak, change it

( ) if he can show why the policy is weak, I bring it up at next faculty meeting for discussion

( ) suggest that the teacher bring the problem up for faculty discussion

( ) refer the teacher to a faculty committee set up for this purpose

( ) explain that no exceptions can be made or merely read the policy

37. How do you react to a teacher who comes to you to oppose a faculty decision?

( ) suggest that he bring it up for the group to reconsider

( ) reject it or discourage it as harmful and unprofessional

( ) explain that he has no choice but to abide by group decision

( ) help him to adjust to group decision by extended conference

( ) if he has good point, I pose it to faculty for reconsideration

( ) if he has a good point, I change the decision

38. How do you react to a teacher's opposition in private conference to your ideas or judgments?

( ) explain that my judgments result from faculty decisions; if necessary, discourage the criticism on this basis

( ) depends upon my mood; when receptive, listen and weigh carefully, sometimes discourage or ignore

( ) point out that democracy calls for differences but there are times when a principal must make decisions

( ) help him take the issue to the faculty or a faculty committee

( ) help him feel free to do this and seek better solution together

( ) help him feel free to do this as long as he is constructive and humble in his approach; otherwise discourage or ignore

( ) explain my views more carefully; ask that teacher think it over and bring it up again at a later date

( ) if I believe that majority is with me, he must fall in line; if he represents a group, try to reach a compromise

( ) suggest that he take the issue to the central office

( ) laugh it off or politely thank the teacher for having an opinion

39. What do you do when a group of faculty members questions your ideas or judgments at a faculty meeting?

( ) suggest that they work on the problem for my reconsideration but remind them that major responsibility for the school is mine

( ) discuss further; modify my view to secure compromise

( ) they never do

( ) persuade them to see my view

( ) discuss further; try for consensus; otherwise try for faculty study of the problem and accept their decision

( ) reconsider my position and go along with them

( ) request that others express whether they're with me or the group; take defeat only if not backed by majority

( ) ignore them

( ) I change if faculty is agreed; otherwise go ahead with my idea

( ) ask them to see me after the meeting

40. What do you do when an irate parent comes to your office to complain to you about an action of yours?

( ) try to calm parent and have witness available during discussion

( ) refrain from defensive statements while explaining reasons for action

( ) let parent unloose emotion; try to reach common agreement; invite parent to join P.T.A. or another social group

( ) request that parent put complaint in writing or see super-intendent

( ) try to convince parent that we're not far apart and sell him on my interest in pupil welfare in the action

( ) admit if wrong; if right, stand ground tactfully but firmly

( ) impress parent with good intentions and try to satisfy him by making some concession

41. How do you deal with personal opposition in the community?

( ) see opponents and lay the cards on the table

( ) see opponents and explain my position; if opposition continues, ignore it

( ) see opponents and explain my position; if opposition continues or increases, seek another job

( ) ignore it

( ) secure faculty support and stand fast

( ) secure backing of key community individuals or groups to offset opposition

( ) work through children of parents who are opposing

( ) work through superintendent

( ) work through lay people friendly with school and opposition

( ) take problem to faculty for their decision

( ) almost never occurs; I usually keep everyone happy and alter my ideas or methods if necessary

42. What is your procedure in dealing with a teacher who comes to you about a parent problem?

( ) secure 3-way conference; try to guide toward solution by compromise

( ) secure 3-way conference; try to back teacher

( ) secure 3-way conference; I decide whom to back on basis of facts revealed

( ) try to get teacher to see parent

( ) see parent and try to harmonize

( ) such conferences referred to another staff member

( ) hands-off policy; get teacher to handle to his best ability

( ) suggest teacher maintain his position and support him if necessary

( ) delay decision; investigate problem; then make decision

( ) suggest that teacher change his attitude and procedure and cooperate with parent

43. What do you do when an irate parent comes to your office to complain about a teacher's action?

( ) arrange 3-way conference, try to help parent feel some support

( ) arrange 3-way conference and mediate in neutral role

( ) arrange 3-way conference and try to support teacher

( ) offer parent choice of my straightening matter with teacher or 3-way conference

( ) seat parent in office; seek out and brief teacher; 3-way conference

( ) try to discuss and settle it; if necessary, arrange 3-way conference

( ) talk with parent till calmed; send for teacher; 3-way conference

( ) suggest he see teacher himself or send for teacher and leave them

( ) refer parent to another staff member for such conferences

( ) admit if teacher in error; defend teacher if right

( ) defend teacher

44. What procedure do you employ when a parent sees you about a promotion or grading problem?

( ) refer the parent to a staff member who is responsible for such conferences

( ) refer the parent to the teacher or teachers involved

( ) if parent opposes school decision tell him that promotion policy cannot be changed

( ) if parent opposes school decision, accede to his wish and inform that responsibility is his

( ) arrange conference with parent and teacher or counselor; back teacher

( ) arrange conference with parent and teacher or counselor; stand by my decision

( ) arrange conference with parent and teacher or counselor; accede to parent wish; if necessary

( ) arrange conference with parent and teacher or counselor; work out trial period, if necessary

45. How do you attempt to protect individual teachers from outside pressures that have evolved from a parent or community group where each side feels justified?

( ) hands-off policy; teacher handles to best ability

( ) offer teacher moral backing but I do not get actively involved

( ) get teacher to see need to build better relations and accede to group wishes

( ) meet with the group and try to explain teacher's position; if his case is weak, inform him of his position

( ) try to make group work through me and shield teacher; keep teacher out of it and do not inform him, if possible

( ) confer with least antagonistic of group and bring teacher in; try to guide them to influence others to cooperate

( ) pose problem to faculty for their solution

( ) try to arrange open forum meeting of those involved and discussion of issues

( ) pose problem to P.T.A. for their solution

( ) weigh my position on basis of the principle involved in the issue and take a strong stand

( ) refer problem to superintendent for his decision or to staff member responsible for community relations

( ) suggest that parents either put complaint in writing or see superintendent; if not, let teacher do his job

46. How do you deal with community special interest groups who attempt to influence the school program?

( ) ignore them

( ) meet with them; if no cooperation ignore them

( ) explain problem to lay people friendly with school and pressure group; try to get them to sway group or mediate; if no results, ignore them

( ) after meeting with them, attempt to get them to work through P.T.A.; if no cooperation, try to ignore them

( ) secure faculty support and stand fast

( ) promise to cooperate but take stand that they cannot dictate policies; make decision after weighing issues and inform them

( ) comply with the group's pressure

( ) join their group; refuse to compete; win them over personally

( ) attempt to sell them on the total school program

( ) take problem to faculty for their decision

( ) refer group to the superintendent or board of education

( ) present the problem and ask the P.T.A. to assume responsibility for solving it

47. How do you use the P.T.A.?

( ) to help interpret program and problems to community

( ) have one but make little use of it

( ) as planning group for developing the curriculum

( ) to participate in calendar formation; administering health program, similar planning activities

( ) to help community with its problems

( ) don't have one

( ) as sounding board for program changes or new policies

( ) to help purchase supplies, materials, etc. for school needs

( ) as planning group for school policies

( ) to aid in classes, field trips, assemblies, clubs, and activities, etc.

( ) for school improvement projects; no financial aid

48. How do you use the community in forming school policies?

( ) I make very little use of the community for policy formation

( ) I get ideas from individuals

( ) I get ideas from key lay people

( ) my insight from knowing community thinking

( ) teachers study lay opinions prior to policy adoption

( ) parents are invited to participate in faculty meetings on policy issues

( ) we have a standing lay policies committee

( ) P.T.A. representatives serve on a policy committee

( ) temporary lay committees help form policies as needs arise

( ) representatives from community organizations serve with a teacher policy committee

49. How do you use the community for changing the school curriculum?

( ) make very little use of parents for curricular change

( ) I talk with individuals

( ) representatives participate in planning conferences with the administration

( ) through lay participation with extra-curricular activities such as band, sports, clubs, etc.

( ) through occasional P.T.A. study groups

( ) through a standing lay-faculty curriculum committee

( ) representatives participate in planning conferences with faculty members

( ) parents plan and work within subject fields with teachers

50. How do you use the community in the planning of such special phases of the program as band, health, sports, and dances?

( ) I make little use of the community for such activities

( ) I talk with lay groups or organizations

( ) I talk with individuals

( ) standing lay committees plan such activities

( ) total program is presented to P.T.A.

( ) small groups such as band parents, homeroom mothers, dad's club, etc. participate in planning

( ) P.T.A. small groups participate in planning as needs arise

( ) community organizations such as civic clubs, health agencies, etc. help the staff plan

51. How do you use the community in planning field trips?

    ( ) I make very little use of the community for such planning

    ( ) I secure parental aid for transportation

    ( ) I contact the places to visit and key lay personnel

    ( ) community resource file available for teacher use

    ( ) have teachers make pre-arrangements prior to opening of school year

    ( ) teachers do their own planning with class parent groups

    ( ) teachers work through a lay committee set up for this purpose

52. When do you use the community in pre-planning or regular faculty meetings?

    ( ) resource people called into meetings as school needs arise

    ( ) very little use of community in faculty meetings

    ( ) for help in determining school policies

    ( ) for help to plan the yearly calendar, field trips, or related activities

    ( ) for participation in the regular order of business of the school program

53. How do you determine which community people to ask for assistance in the work of the school?

( ) those whom I believe to have the most to offer

( ) invite all interested to assist

( ) use individuals, civic clubs, churches, and other agencies to recommend

( ) issue questionnaires to find areas in which people want to help

( ) by knowing most of the people living in the community and their ability, interests, time available

( ) use community leaders

( ) those most interested in the welfare of the school

( ) rarely use any

( ) have a teacher group determine which people to ask

( ) have P.T.A. or P.T.A. committee determine

( ) teachers decide individually for own needs

54. What means do you use for contacting parent groups?

( ) through pupils; orally

( ) through pupils by letters or notes or bulletins

( ) through teachers visiting the homes of the parent groups

( ) one staff member handles contacting

( ) secretary assumes responsibility by phoning them

( ) by parent phone committee

( ) directly by letters or notes

( ) directly by bulletins in the mail

( ) directly by phone

55. What do you do to prepare the secretarial staff for working with the community?

( ) involve her as directly as possible in dealing with parents while continually keeping her aware of the importance of her role in good public relations

( ) help her as problems arise

( ) provide for conferences with the outgoing secretary and me; possibly include teachers and supervisors

( ) explain school policies and procedures; have periodic conferences and work closely with her in early stages as part of on-the-job training

( ) have her oriented by an assigned helping teacher who meets periodically with her

( ) acknowledge her staff status and including her as a participant in faculty meetings or other phases of the teacher in-service program

( ) no secretarial help

56. What do you do to make the custodian part of the school program?

( ) no custodian

( ) very little

( ) pay him for all extra services

( ) frequently discuss his work with him and show an interest in his job

( ) frequently refer children to him for guidance purposes or help with their personal projects

( ) keep him informed on policies, procedures, and current school activities

( ) include him often as a participant in socials, assemblies, or other activities just short of professional participation

( ) have frequent conferences that involve sharing information about problem students or frequently refer teachers to him for this expressed purpose

( ) have him serve on committees or attend faculty meetings as a participant with teacher status

57. What is your policy regarding making speeches in the community?

( ) try to serve when asked but feel the need to draw a line due to demands on time

( ) rarely or never accept

( ) welcome and encourage requests

( ) very rarely requested to speak; fulfill when asked

( ) make them when pressed but do not encourage requests

( ) accept only when topic is one on which I'm competent

( ) respond only when it will help school relations

58. What is your policy regarding other staff members making speeches in the community?

( ) encourage some teachers but not others

( ) recommend teachers for topics where I don't feel competent

( ) encourage teachers to make all speeches requested

( ) allow if not critical of school or administration

( ) encourage that they accept those that will help school public relations

( ) hands-off policy

( ) I recommend their names to community organizations or groups in hopes that they'll be asked to speak

59. To what extent do you participate in public elections and issues?

( ) active in local politics

( ) active in civic groups and make public talks

( ) quite active in campaigns when issue is important

( ) whenever important local community issues are involved

( ) whenever an issue concerns the school or education

( ) as a member of a community organization but not as an educator

( ) do not publicly but try to influence local politicians privately

( ) attend public meetings

( ) within sphere of friends, relatives, school associates

( ) encourage teachers participation

( ) keep out of them completely

60. In what community organizations do you participate most actively?

( ) social or country clubs

( ) veterans' organizations as American Legion

( ) religious institutions

( ) business or professional groups as Chamber of Commerce

( ) community council, civic clubs, or welfare agencies

( ) child or youth groups or centers as Sunday School, Boy Scouts, recreational centers

( ) fraternal organizations as Rotary, Masons, Women's Groups

61. What is your procedure in the selection of a new teacher?

( ) interview all candidates and decide

( ) interview conducted by committee of teachers and me; joint decision

( ) I interview and present data to committee of teachers who decide

( ) interview determines most selections; accept some from recommendations by people I know

( ) select from those recommended by people I know; some are interviewed prior to decision

( ) selected from references and application; some are interviewed prior to decision

( ) take what I can get; very little choice in selection

( ) central office contacts candidates; consults with me; central office makes decision

( ) central office makes decision without consulting me

62. What do you do to help a new teacher become oriented?

( ) early observations by me; I am ready to step in and help as needs appear

( ) provide time for an older teacher to help by periodic conferences and being available as needed

( ) conferences with me; general introduction to teachers and/or student body

( ) provision is made for released time for new teachers to visit other classes in the school or in another school

( ) refer responsibility to a buddy teacher

( ) allow most help to come naturally from new teacher initiative, regular meetings of the staff, and school routines

( ) help secure living quarters; provide information on churches, community mores, etc.

( ) arrange orientation and conferences prior to arrival of other teachers for the school year

( ) provide handbook or special bulletins, needed materials, etc.; help teacher feel free to see me whenever necessary

( ) early grade or departmental meetings provide the necessary orientation and older teachers provide the most help

( ) take teachers on tours of the school and community

63. How do you make yourself accessible to teachers for conferences?

( ) teachers are free to confer with me on my daily rounds of the school

( ) provide a definite time during the day when school is not in session

( ) openly encourage that they contact me at my house

( ) provide a minimum of one yearly scheduled conference with each teacher

( ) encourage conferences by looking for signs that a teacher needs or wishes one

( ) appointments can be made by teachers in advance

( ) available any time teachers find me unoccupied

( ) provide a definite time during the day when school is in session

64. What is your procedure in dealing with a teacher who comes to you about a problem involving another teacher?

( ) bring issue to faculty by generalizing problem and disguising its source

( ) arrange 3-way conference; hear both sides; give best advice

( ) arrange 3-way conference; raise questions; leave them with decision

( ) hands-off policy; either laugh it off or suggest he straighten it out with other teacher

( ) usually try to abide by seniority and back the more experience teacher

( ) reschedule, transfer, or remove teacher at fault

( ) keep focusing on strengths of other teacher and try to help remove issue from specifics; I refrain from commitments

65. What is your procedure in dealing with a teacher who comes to you about a personal problem?

( ) refer teacher to doctor, minister, psychiatrist, or social agency

( ) try to avoid such discussions where possible

( ) refer teacher to another staff member

( ) give best advice

( ) help teacher clarify issues and make his own decision

( ) listen but do not comment any more than necessary

66. What is your procedure in dealing with a teacher who comes to you about an instructional problem?

( ) offer best suggestions I know

( ) offer best suggestions I know and I do some demonstration teaching

( ) offer best suggestions I know and refer to supervisor for additional help

( ) offer best suggestions and request opportunity to observe teacher

( ) refer the teacher to the supervisor

( ) refer him to a teacher committee set up for this purpose

( ) arrange series of periodic conferences and some class visitations

( ) offer released time to visit classes in the school or in another school

( ) offer materials and/or professional literature

67. What do you do to establish pupil achievement standards?

( ) closely supervise classroom teaching

( ) provide a professional library with current periodicals and new professional books

( ) request that teachers give homework

( ) no attempt is made to establish any standards

( ) provide periodic testing programs

( ) distribute courses of study and other similar materials that establish basic requirements

( ) confer with grade or department chairmen and help influence others through them

( ) focus grade or department meetings on standards and participate in as many as possible

( ) focus on standards in faculty meeting discussion

( ) provide as much instructional material as possible

68. What do you do in your work with teachers to bring about changes
in course offerings or content?

( ) sell the staff on the need to improve the program

( ) provide released time for visitations to other classes and
other projects that will lead to program improvement

( ) close supervision of classroom teaching

( ) little or nothing directly; await faculty suggestions and
encourage study of them

( ) get faculty interested in new texts, periodicals, professional
library, etc.

( ) initiate workshops, study groups, etc., for faculty to work
on common problems

( ) suggest formal evaluations of the total program

( ) make little or no attempt to get such changes

( ) get staff to undertake an experimental project

69. How do you find out what your teachers are teaching?

( ) work closely with grade or department heads

( ) work closely with the supervisor

( ) have frequent, casual talks with students, parents, teachers

( ) frequent talks with and observations of teachers

( ) substitute in classes frequently

( ) attend numerous small group meetings of teachers where discussions of their classroom work is conducted

( ) request lesson plans from all teachers

( ) find out from faculty meeting discussions of classroom work

( ) don't try to

( ) I study the results of our testing program

( ) examine the courses of study

( ) don't know all but conferences with teachers and trouble shooting on problems provides sufficient information about those who need the most help

( ) find out in workshops or other phases of the faculty in-service program other than regular meetings

70. How do you determine when to visit classrooms?

( ) when the supervisor recommends that a teacher needs help

( ) when I hear negative reports about the teaching

( ) when I feel a teacher wants my help

( ) when I learn of outstanding work going on in a class

( ) on random, unplanned occasions

( ) make periodic, lengthy visitations

( ) make daily rounds and drop in on almost all classes for very brief periods

( ) whenever teachers invite me

71. What do you do when you observe a classroom?

( ) sit quietly and take written notes

( ) sit quietly; nothing else

( ) sit quietly; enter discussion only if requested to

( ) stand quietly in front or at side of room

( ) move about the room and observe what students are doing

( ) enter freely into class activities and discussions

( ) enter class activities and teach some, if teacher permits

( ) stand in front or at side of room and participate

( ) enter class activities to extent of participating in discussions only to provide necessary information

( ) visits are always brief; I look for things I know cause difficulty

( ) I never observe teachers

( ) responsibility for observing referred to another administrator or supervisor

72. What do you do after you have observed a class?

( ) nothing; leave as though I hadn't observed

( ) nothing at the time; arrange for a conference with the teacher and emphasize the areas of improvement needed

( ) nothing at the time; comment later to the teacher by a written note

( ) nothing at the time; arrange for a later conference with the teacher and attempt to balance the teacher's strengths and needs for improvement in evaluating

( ) nothing at the time; evaluate the class period with the teacher at a later conference

( ) discuss it at the time; emphasize the teacher's strengths

( ) discuss it at the time; attempt to balance the teacher's strengths and needs for improvement in evaluating

( ) discuss it at the time; emphasize the areas of improvement needed

( ) let the teacher know how he has done indirectly by commenting to the class in a brief personal evaluation of them

( ) never observe classes

( ) responsibility for observing referred to another administrator or supervisor

73. How do you go about trying to improve a teacher's work when the teacher does not ask for help?

( ) through faculty meeting discussions

( ) await the right moment; when it comes, get over the idea that none are perfect and all need some help to improve

( ) don't try to

( ) use visiting consultants from a college to help with this problem

( ) refer the problem to the supervisor

( ) observe and evaluate the teacher's class

( ) tell teacher frankly that his work needs improvement

( ) offer him remedial help

( ) explain that the class is not going well and offer suggestions

( ) involve him in child study groups, committee work, or other phases of the in-service program

74. How do you go about rating your teachers?

( ) I evaluate on a central office form; evaluation results not known to teacher

( ) I evaluate on my school form; evaluation results not known to teacher

( ) I evaluate on a central office form; discuss evaluation with teacher

( ) I evaluate on my school form; discuss evaluation with teacher

( ) I evaluate on a central office form; teacher fills out similar form evaluation discussed with teacher

( ) I evaluate on my school form; teacher fills out similar form; evaluation discussed with teacher

( ) I evaluate on a central office form; teacher fills out similar form; evaluation results not known to teacher

( ) I evaluate on my school form; teacher fills out similar form; evaluation results not known to teacher

( ) I evaluate mentally; evaluation results not known to teacher

( ) I evaluate mentally; evaluations periodically discussed with teacher

75. How do you reward a teacher for good work?

( ) by notifying the highest rated teachers

( ) by advancing his status

( ) indirectly by complimenting his class, displaying his class work or telling others so it gets back to him

( ) by use of faculty bulletins

( ) by personal compliment or note

( ) by acknowledging outstanding jobs done to the faculty or student body

( ) by informing the central office

( ) by community acknowledgments in the P.T.A. meetings or local paper

( ) by decreasing his work load

( ) by giving him more responsibility or special work

( ) by extra salary increments

76. How do you deal with the teacher whose way of work you feel is harmful to the school?

( ) by lessening his responsibilities to protect students

( ) by referring problem to a supervisor and asking that he correct it

( ) by giving him a stiff reprimand in person

( ) by frankly telling him personally or by note; no further step

( ) by letting things ride; then tell teacher frankly and dismiss, if necessary

( ) indirectly by sufficient hinting until teacher realizes value of resigning; if necessary dismiss

( ) by frankly telling him in person or by note; dismissal if it continues

( ) by increasing his work load

( ) by telling the central office

( ) by use of faculty bulletins or indirectly at faculty meetings but not mentioning names

( ) by informing him of complaints from others

( ) by an evaluative conference designed to focus on the problem without any criticism

77. What procedure do you use in dismissing a teacher?

( ) inform or confer with superintendent or supervisor;
central office notifies teacher

( ) inform or confer with superintendent or supervisor;
then notify teacher in person

( ) confer with superintendent or supervisor and teacher
in 3-way conference

( ) inform teacher in person and central office at about
same time

( ) inform teacher in advance of notifying central office to
allow time for the teacher to take initiative

( ) prepare him for it gradually and help him locate another
position

( ) keep hinting indirectly to teacher till he gets the point

( ) inform teacher through notes or letters

( ) have never attempted to dismiss or fire a teacher

78. How do you determine the use of internal funds?

( ) all funds are earmarked for groups that turned them in; dispersed to them without my approval

( ) all funds are earmarked for groups that turned them in; dispersed to them with my approval

( ) funds earmarked for activities and clubs for their own use; other funds require total faculty or teacher committee approval for use

( ) funds earmarked for activities and clubs for their own use; other funds require my approval for use

( ) grades or departments use funds with teacher committee approval; funds from activities require my approval for use

( ) total faculty discussion determines allocation of funds; funds are not for private use

( ) activity funds require approval of a standing student committee or student government

( ) administrative committee or board determines use

( ) teacher committee determines use

( ) I decide on basis of needs and requests; funds are not earmarked for use

( ) responsibility rests with central office

79. How do you initiate charity fund raising drives

( ) I initiate with teachers and parents together

( ) I initiate with students

( ) I initiate with students and teachers together

( ) I initiate with faculty

( ) pupils or teachers initiate through classes, clubs, or student government

( ) teachers initiate after faculty discussion and consent

( ) parents initiate

( ) tradition results in similar plan from year to year and teacher or I initiate

( ) don't have any

( ) central office initiates; I follow their policy

80. Where do you draw the line on personal-social relationships with the faculty during the routine school day?

( ) businesslike and professional at all times (as a business manager should be)

( ) businesslike, but friendly

( ) warm in my office; more businesslike elsewhere

( ) formality varies with individual teachers

( ) usually easy and friendly with all but draw the line on familiarity

( ) formal when students are present; informal otherwise

( ) sober, group member

( ) almost always sociable and warm with all

( ) don't get to see much of teachers during the day

81. Where do you draw the line on personal-social relationships with the faculty in non-professional socializing after school hours?

( ) socialize on basis of spreading myself almost equally among all

( ) not too familiar; not wise to get too close

( ) socialize with all at least once a year; socialize frequently with those who share my interests

( ) rarely or never socialize; responsibilities and other activities limit interactions with teachers

( ) socialize with a few who share my interests

82. What are the jobs of the people you eat lunch with?

( ) a group of administrators or supervisors

( ) pupils

( ) different teachers each day or week

( ) custodians

( ) Rotary, Lions, or a similar group

( ) secretary

( ) an administrator or supervisor

( ) one or two teachers

( ) family

( ) a certain group of teachers

( ) salesman

( ) a certain group of pupils

( ) visitors to the school

( ) any teachers present

83. How do you get teachers to evaluate their progress as a total faculty?

( ) by frequent referrals to our philosophy and goals in faculty meetings

( ) by yearly in-service workshops

( ) by distributing a questionnaire to the faculty about our progress and discussing the results in a faculty meeting

( ) very little or nothing

( ) by planned total school evaluation procedures such as use of "Evaluative Criteria" or invite a consultant from a nearby college

( ) by having evaluation used as a planned, ongoing procedure in all committee work

( ) by having grade or department committees evaluate themselves yearly and report their progress to the total faculty

84. How do you go about evaluating your school-community relations?

( ) present questionnaires to or ask community groups of organizations to evaluate

( ) present questionnaires to P.T.A. periodically or utilize periodic P.T.A. discussions for evaluation

( ) occasionally present questionnaire to parents

( ) have questionnaires presented to total or sample of total community to evaluate relationships

( ) haven't attempted to do this

( ) informal talks and encouraging parents to express themselves freely in person or by telephoning school

( ) initiate periodic faculty discussions on community relationships or present periodic questionnaires to faculty

( ) informally call matter to faculty attention to help them evaluate the relationships or present questionnaires to faculty on occasion

( ) I occasionally bring up such question for P.T.A. discussion

( ) continual observations by me of teacher and parent attitudes and behavior

(The two following questions to be answered by schools that have a 12th grade)

85. What procedure do you employ in parent-pupil conferences that deal with future education or vocation?

( ) provide parents with available facts for their decision; I supply best advice that I can

( ) provide parents with available facts for their decision; I refrain from expressing opinions

( ) provide for such help through parent group lecture-discussions led by guidance personnel or consultants from higher institutions

( ) provide for such help through parent group lecture-discussions led by me

( ) such conferences referred to guidance personnel

( ) such conferences referred to the teacher involved

( ) confer with pupil and offer best suggestions

( ) do not have such conferences

86. How do you deal with student social cliques (clubs that may become cliques, sororities and fraternities, etc.) in the school?

( ) emphasis placed upon re-grouping from year to year to break up potential cliques

( ) contact parents when they emerge and secure their cooperation to get them to disband

( ) school stays out of these; responsibility belongs to parents

( ) by rules and regulations in school policy that are enforced to keep any social cliques away from school; discipline for infractions

( ) tolerate them; when they get harmful, call students and . parents in for action to correct

( ) provide extensive activity program in school so all have clubs to join

When you have finished responding to this instrument look back to be sure that you have provided a designation for every item. An item that does not apply to you should be marked (N).

BIOGRAPHICAL DATA

Floyd W. Newman, Jr., was born in Columbia, South Carolina, on March 30, 1924. He attended public schools in South Carolina, Georgia, and Florida, graduating from Robert E. Lee High School in Jacksonville in 1941. He received a B. A. degree with a major in psychology in 1948 and a Master's degree in psychology in 1949, both from the University of Florida. During his academic career he has taught psychology at the University of Florida and was employed in the Bureau of Vocational Guidance and Mental Hygiene at that institution for five years.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August, 1956
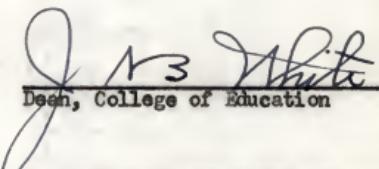
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Dean, College of Education

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Dean, Graduate School

SUPERVISORY COMMITTEE:

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